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ABSTRACT

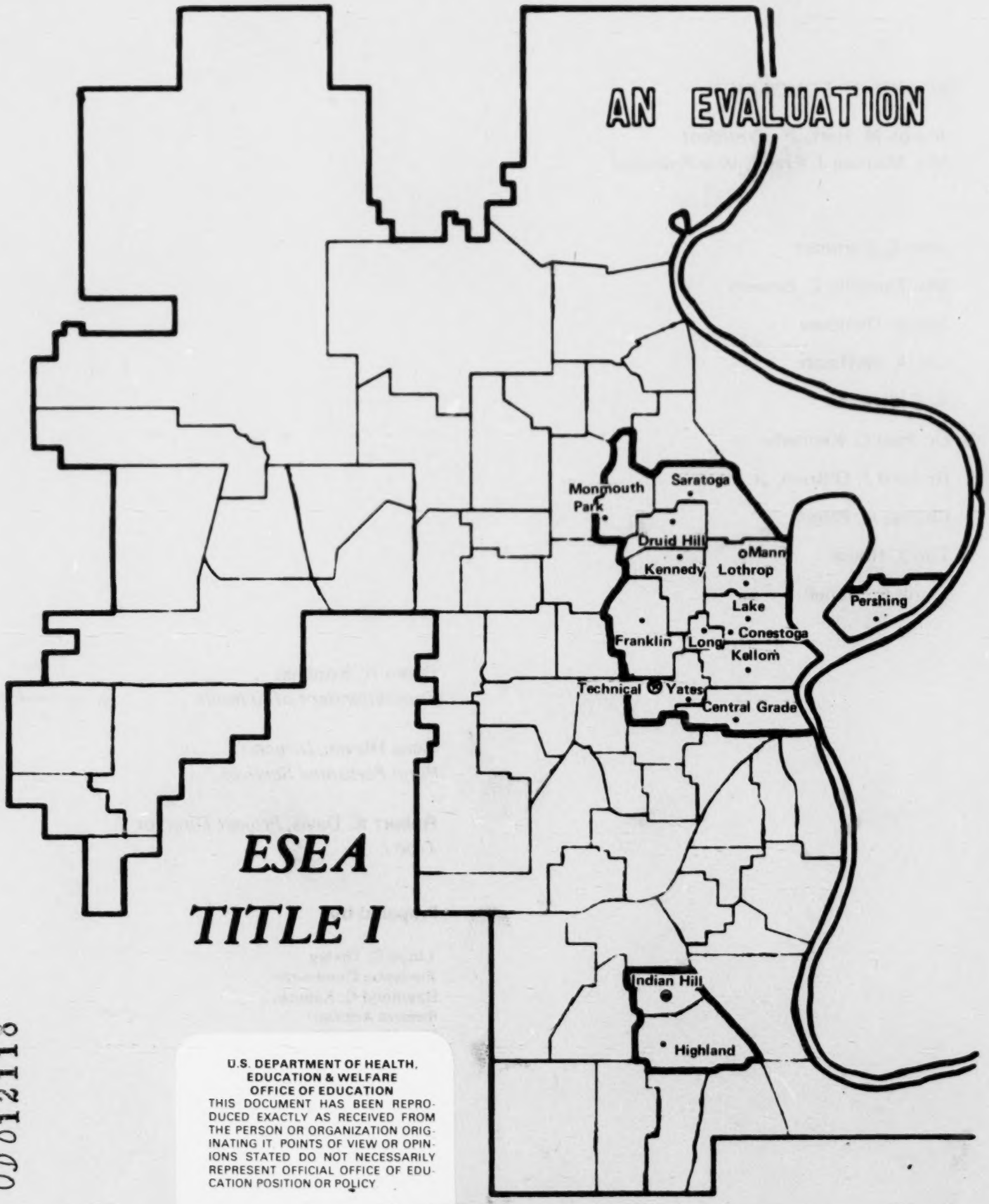
Contents of this evaluation include: general information; program evaluation; dissemination of information; Media Center; Extended Opportunities including Supervised Study, Career Opportunities, Saturday Speech, instrumental and vocal music, Teacher Intern, projects "Read" and "Math," and kindergarten language development; reading programs; psychological services; community aides; educational trips; personnel needs; evaluation and interpretation; numerical information; financial worksheets; project data; activity data; teacher participation; and, a survey of supporting staff. (JM)

ED 060141

OMAHA PUBLIC SCHOOLS

Multiple Activities Program

AN EVALUATION



ESEA TITLE I

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1 September 1970 to June 1971

UD 012118

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OMAHA, NEBRASKA

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Title I

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Omaha Public Schools

MULTIPLE ACTIVITIES PROGRAM

An Evaluation

ESEA Title I

2421-70

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PART I

GENERAL INFORMATION

1971 LEA EVALUATION REPORT

PROJECT NUMBER	DATE BEGUN	DATE FINISHED
71-201	9-1-70	8-31-71

LEGAL NAME OF AGENCY	DISTRICT NUMBER
Omaha Public Schools	#1

TOWN	COUNTY	ZIP CODE
Omaha	Douglas	68132

STATEMENT OF ASSURANCE

I certify that, to the best of my knowledge and belief, this report is true and correct in all respect; all information asked for is provided to the best of our ability; and that supporting documentation for all entries have been retained and will be made available to State Department Personnel upon request.

NAME AND TITLE OF CONTACT PERSON	TELEPHONE
Dr. Rene E. Hlavac, Director (Pupil Personnel Services)	402-556-6600
Robert K. Davis, Project Director, Title I	402-556-6600
NAME AND TITLE OF AUTHORIZED *LEA* REPRESENTATIVE	TELEPHONE
Owen A. Knutzen, Superintendent	402-556-6600
SIGNATURE OF AUTHORIZED *LEA* REPRESENTATIVE	DATE
Owen A. Knutzen	December 23, 1971

TITLE I OFFICE
State Department of Education
Lincoln, Nebraska 68509

7	1	2	0	1		

Project Number

PART I

GENERAL INFORMATION

1. Is there an approved Community Action Program operating within the boundaries of your School District? Yes X No _____

2. Is there a non-public school operating within the boundaries of your school district? Yes X No _____

3. Did the Title I activities include in-service training? Yes X No _____

   If Yes, list number of participants in the in-service below.

	Teachers	Teacher Aides	Admin.	Other
Staff paid out of Title I funds	1	16		
Other Staff				

4. Information on Parent Advisory Committee:

The 1970-1971 School Community Advisory Committee organizational manual, minutes of the meetings and communications to SCAC members are being submitted under separate cover.

PART II

PROGRAM EVALUATION

dissemination of information

PROJECT NUMBER 71-201
ACTIVITY NUMBER 24

$8,418.00

Project Number 71-201
Activity Number 24

Dissemination of Information
Service Objective Worksheet

Objective 1

Inform all agencies cooperating with the Title I project of the various activities in the Title I project.

To meet this objective, copies of the *Title I Frontier*, a newspaper dealing with Title I activities, were distributed to cooperating civic and community agencies and church groups. These included: the Urban League, School Community Advisory Council, Interdenominational Ministerial Alliance, Presbytery Education Committee and GOCA (Greater Omaha Community Action).

Project Number 71-201
Activity Number 24

Dissemination of Information
Service Objective Worksheet

Objective 2

Disseminate information to the news media.

Information which was timely and newsworthy was reported to the public relations department of Omaha Public Schools by the news disseminator. If this information concerned an event which deserved coverage by the local news media, the news disseminator contacted James Zigenbein, public relations specialist, and he made the necessary arrangements.

Other stories which were written were given to Mr. Zigenbein for distribution. These news stories covered a wide range of topics: individual student achievements, programs, in-service meetings, School Community Advisory Council activities, etc.

The news disseminator maintained a file of clippings of information relating to Title I which she took from the local newspapers.

Project Number 71-201
Activity Number 24

Dissemination of Information
Service Objective Worksheet

Objective 3

Develop and disseminate a Title I newsletter for the Omaha Public Schools.

Information about activities in the Title I area was published in the *Title I Frontier*, an 11x16 newspaper developed by the news disseminator in November, 1970. Its layout, dark room work, printing and distribution were carried out through the Title I Media Center. The name of the newspaper was selected to call attention to the frontier in learning which has been opened in Omaha Public Schools by Title I. An appropriate flag was developed by a Media Center artist on this same theme. Each month the newspaper contained a feature story dealing with one of the programs in Title I schools. It carried an interview with a prominent member of the black community. An editorial type article was written by the Title I director, Robert K. Davis. A teacher was spotlighted from a Title I school to which the paper was distributed. Other stories dealt with student activities, special student achievements, unique projects in Title I schools, etc. A professional photographer employed at the Title I Media Center took pictures, developed and printed them for the newspaper.

The *Title I Frontier* was distributed each month to all teachers, administrators and children in specified Title I schools so parents would be made aware of Title I's impact in the community. Before the year was finished, every child in the Title I area had received at least one copy of the *Title I Frontier*.

A number of copies were mailed to all churches of the Interdenominational Ministerial Alliance in Omaha, comprising twenty-five churches in the black community. These were distributed in their vestibules.

Copies were distributed to all administrators and teachers in the Title I area, to every school in the Omaha Public School system, the Board of Education and administrative personnel, to parochial schools in the Title I area, School Community Advisory Council, community agencies, civic and church groups, Nebraska legislators on the Educational Committee, Nebraska congressmen, Omaha city officials and any persons who registered an interest in Title I activities.

The news disseminator received an increasing number of requests for the newspaper as the year progressed. In November, 1970, 1500 issues were printed and distributed. By May, 1971, circulation had risen to 5500 issues.

Teachers and principals called information to the news disseminator with increasing frequency so there was always more information than could be used because of the size limitation of the newspaper. Letters, phone calls and comments of community persons attested to interest in this publication. Any persons interested in being placed on the mailing list may contact the Title I office, 3819 Jones Street, Omaha, Nebraska 68105.

Project Number 71-201
Activity Number 24

Dissemination of Information
Service Objective Worksheet

Objective 4

Interview Title I teachers and students and disseminate information on unique projects being developed by the teachers and students in the Title I area.

Because telling the Title I story was the primary function of the news disseminator, she met this objective by interviewing students and teachers who developed unique projects in the Title I area. She wrote the information she acquired into news stories which were published in the *Title I Frontier*. An example of this type of project was a reading book written by Mrs. Willie Clinton, a teacher at Saratoga School. Called "My Big Red Story Book," it taught children in the first grade reading lessons describing the exploits of the Nebraska football team. The book was illustrated by a student. A project generating interest in letter writing was initiated by a Special Education teacher, Mrs. Jeanette Fox, at Franklin School. She made arrangements for pen pals for two of her students. The girls developed a brisk correspondence which captured the enthusiasm of the class. In another project, audio visual equipment was used to televise students as they practiced for plays.

These are examples of the type of project reported. Many others of the same type were used. Such projects were also reported to the public relations department of the Omaha Public Schools for possible dissemination to news media.

PROJECT NUMBER 71-201
ACTIVITY NUMBER 25

$335,594.00

Project Number 71-201
Activity Number 25

Media Center

Service Objective Worksheet

Objective 1

Provide the necessary leadership, trained staff, craftsmen and production personnel to provide the services of the Media Center.

The following is a list of the positions which comprise the Media Center staff. The principal assignment for each member is also shown.

Director was responsible for the purchase of merchandise distributed to Title I schools and for the production of material in the print shop. She supervised the activities of employees involved in the production of printed matter. The job called for participation in the total Title I program.

In Plant Supervisor was responsible for following all printing jobs from origin to completion. In addition creative work was done as well as photographic printing in the darkroom.

Media Specialist acted as a liaison between Title I schools and the Media Center, advising teachers on the services available at the center and assisting them in the production of innovative, educational material. Instruction was given on the use of audio visual equipment and assistance offered in the production of audio visual material.

Clerk - A performed secretarial duties for the director. She was responsible for writing work orders and requisitions for purchase, printing and production of material. She received merchandise, stamped and distributed it to schools. She also did billing and prepared the monthly payroll.

Clerk - B assisted by writing requisitions and keeping reports of materials placed in Title I schools. She assisted in the production room in a variety of ways.

Clerk - C wrote requisitions and assisted in a variety of tasks in the production room.

Production Clerk collated materials into book form. She either stapled this material or punched and bound it into finished form. Other duties included thermo binding, wrapping and laminating. She prepared negatives on masking sheets for use in making plates to print.

Press Operators (three) printed material on a 2650 and a 1250 offset press. This job involved making masters and operating the presses. Photo direct masters and metal plates for printing which required large, color or quality work were done on the 1250 offset press. One operator also folded printed material by machine.

Media Center
Service Objective Worksheet

Objective 1 (continued)

Artists (two) created, illustrated, painted and drew material. Their artistry produced posters, games, pamphlets and flash cards. They illustrated books. Both artists set up newspapers. One often prepared negatives for printing by stripping and masking them.

Graphic Artists (two) were responsible for typing, composing and setting up material which varied from programs, pamphlets and fliers to newspapers and books. They prepared negatives on masking sheets for use in making plates to print. Often their jobs required justifying type.

Project Number 71-201
Activity Number 25

Media Center
Service Objective Worksheet

Objective 2

Provide a media specialist to:

a) encourage and assist in the identification, investigation, experimentation, and exploration of new materials and teaching techniques,

b) encourage the classroom teachers of all Title I schools identified in the Title I proposal to request services which can be performed or materials which can be prepared by specialists in the media center.

a) During the 1970-71 year, the media specialist conducted in-service meetings on the preparation of educational materials for classroom use. He informed teachers and other professional people within Title I about the services available at the Media Center. He worked in the Title I schools with a library media program, designed to increase awareness of more advanced teaching and learning methods through the use of media material. He aided the classroom teacher by providing time in the classroom for special projects employing media or audio visual equipment. He provided technical advice and knowledge of media materials in use today. He aided in individual or group teacher evaluation programs. He also informed teachers and other Title I personnel of the services provided by the Media Center. This work involved:

1. Giving tours of the Media Center
2. Talking with teachers about the Media Center services
3. Producing a newspaper, *The Media Center Idea Exchange*.

In the service area, the media specialist demonstrated the proper care and use of all types of audio visual equipment available. He produced or aided in the production of professional quality materials involving: photography, slide/film presentations, audio taping or duplicating, video tape recording, printing, transparencies and laminations.

The Media specialist conducted in-service programs on the use and operation of the following media services:

1. The video-tape recorder system
2. Punch and binding machine
3. Language master
4. Laminators
5. The still camera

He conducted in-service programs on the preparation of the following instructional materials:

1. Overhead transparencies
2. Hand prepared film strips
3. Slide programs

Media Center

Service Objective Worksheet

Objective 2 (continued)

For a record of the total number of in-service workshops held by the Media Center during the 1970-71 school year refer to objective five. This compilation will account for all in-service sessions conducted by the media specialist. The academic areas to which these sessions apply can be found in objective three.

b) A survey was taken on the preferences of teachers with reference to the services provided by the media center. Teachers generally indicated that they found all services essential; however, they expressed a need for more in-service on use of media and media center services. They requested aid in production o more audio visual material by Media Center specialists and advice on producing their own material.

Project Number 71-201
Activity Number 25

Media Center

Service Objective Worksheet

Objective 3

Produce educational materials through use of the personnel and photographic, printing, collating, laminating, and binding equipment available in the Media Center.

The production chart below is a monthly account of the number of Media Center projects initiated for specific academic areas.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Reading	82	72	74	59	54	74	80	65	35	595
English	40	39	38	37	24	33	58	38	20	327
Social Studies	35	35	29	50	28	61	51	39	17	345
Science	20	32	29	38	15	24	31	18	10	216
Math	25	35	35	25	28	40	43	23	20	274
Cultural Studies	5	6	9	11	5	14	10	2	5	67
Other	30	35	27	30	27	26	69	38	50	332

Also submitted is a record of the number of *special production aid services* not included on the production charts.

Displays (in hours) 97
Slide/film production (in hours) 90
Media Publications (in hours) 123

Photography Service

Number of assignments 82
Number of pictures taken. 1,914

Audio Service

Tapes produced and duplicated 208

Video Taping Service

Programs produced 7
Off the air (in hours) 52½
Video tapes duplicated. 19

Project Number 71-201
Activity Number 25

Media Center

Service Objective Worksheet

Objective 3 (continued)

The following production chart records the number of jobs completed for each Title I school and activity. It also includes figures for two other federal projects, Neighborhood Youth Corps and Head Start. The chart also summarizes the total output of the Media Center for the 1970-71 school year.

JOB / School	Administration	Central Grade	Conestoga	Dominican	Druid Hill	Franklin	Head Start	Highland	Indian Hill	Kellom	Kennedy	Lake	Long	Lothrop	Mann
Art Work	9	1	15		13	13	6	5	5	3	23	15	2	88	20
	128	1	129		98	682	45	35	16	66	432	168	23	818	123
Collate	14		1		8	9	3	2	3		1	6		5	7
	70,300		100		9618	29834	6950	1680	2406		5500	8010		17,330	95,650
Cut	20	2	9	2	5	12	12	6	3	10	9	7	9	9	8
	43,840	350	2270	1260	930	3089	13,944	4950	3300	5282	1635	2270	1550	4850	3211
Ditto Run															
Fold	4		4		2		2		2	1		2	1	2	1
	7200		3850		2875		1550		1700	25		1750	325	2275	1000
Laminate	18	7	25	1	29	101	16	13	47	17	79	57	10	191	27
	389	575	1529	50	687	4109	209	368	2731	712	5617	2834	569	7497	1175
Mimeo Run															
Mount	5				3	11		1			4			4	
	6				69	210		1			46			69	
Offset Run	108	4	27	12	18	37	25	8	14	14	26	21	12	67	27
	228,764	630	22,715	26,260	13,425	45,855	29,213	2820	18,191	6382	32,410	18,800	2415	351,455	129,205
Punch & Bind	4	3	3	2	5	5	3				17	10		8	3
	40,450	28	42	6200	630	16,286	3848				673	10,539		13,193	45,700
Set Up	15		8	1	4	1	4	1	1	6	2	7	9	7	6
	54		8	1	4	1	6	1	1	15	2	7	9	10	6
Stamp No.															
Staple	8		2		5	3	2	1				4		1	4
	29,715		2100		3952	4700	3150	600				2910		1000	4372
Therma Bind	9	2	2	6	4	2	2	4	3		2	2		4	5
	37,440	350	1000	19,260	5113	7700	1378	1850	2406		5550	1000		2900	52,900
Thermal Ditto						8								4	
						126								63	
Transparency	2		1			2	3	4		1	1			32	2
	27		8			10	70	38		4	78			1084	88
Totals	216	19	97	24	96	204	78	45	78	52	164	131	43	422	110
	458,313	1934	33,751	53033	37,401	112,602	61,463	12,343	30,751	12,486	51,943	48,288	4891	402,544	333,430

Monmouth Park	NYC	Pershing	Project 25	Project 28	Project 94	Psych Services	Sacred Heart	St. Anthony	Saratoga	Special Ed.	Tech High	Tech Junior	Yates		totals
57		15	11	3	5		5		23	19	8	3	18		385
265		657	27	30	6		54		457	110	25	8	72		4475
4		1	4	7	11	1	151		2	11	4	1	1		257
2504		35	38,780	13,490	61,740	2000	127,010		2500	12,702	6654	250	1500		516,543
5	8	3	14	1	6	7	5		8	22	3	5	4		214
1135	5090	1160	22,050	250	3014	4852	1591		5057	19,198	5120	2400	2740		166,388
2			9	1		2				9	2	1	2		49
2175			19,030	250		4000				12,975	975	800	1825		64,580
130		27	5	7	17	1	48		113	87	12	5	37		1127
3651		3718	58	231	52	2	3009		6079	3214	347	97	1089		50,598
10		2	1		9				8	15					73
130		11	10		22				46	44					664
16	11	6	48	21	39	27	208		22	64	20	9	13		924
7140	10,405	1375	101,493	15,485	68,604	34,680	209,423		22,735	86,120	30,579	4150	6730		1,527,459
39	1	6	4	3	6	2	6		13	11			3		157
1765	240	131	3712	7217	59,856	3152	39,165		2780	1369			99		257,075
4	2	1	13	1	10	3	1		3	18	6	2	7		143
4	2	1	14	1	10	3	1		3	33	6	2	7		212
6			2	4	7		148			7	5		1		210
3018			780	6040	2175		89,340			7470	4869		1500		467,691
2	2	3	12	2	2	2	5		3	4	7	2	3		96
800	2250	1135	68,200	450	1500	6400	3275		2100	3875	7000	750	3140		239,822
									1	2					15
									66	1428					1683
				1	1	1				1	1				53
				14	7	4				6	15				1453
275	24	64	123	51	113	46	577		196	270	68	28	89		3703
22,587	17,987	8223	254,154	43,458	196,986	55,093	472,868		41,823	148,544	55,590	8457	18,702		2,998,643

Project Number 71-201
Activity Number25

Media Center

Service Objective Worksheet

Objective 4

Purchase and make available to teachers in the Title I area all new materials and equipment that have been proven successful in the classrooms in our district, as well as those from other school districts.

The list below indicates the total amount of material and equipment that was purchased and placed in each Title I school. A detailed breakdown of specific items allocated to each Title I school and their cost is submitted under separate cover.

School	Total Amount
Boys Town	$ 9,695.87
Central Grade	702.80
Conestoga	3,534.56
Dominican	5,402.76
Druid Hill	4,020.35
Franklin	6,192.66
Girls Town	269.30
Highland	1,269.97
Indian Hill	5,103.65
Kellom	5,136.04
Kennedy	4,306.71
Lake	1,126.33
Long	735.23
Lothrop	7,442.38
Monmouth Park	6,082.24
Pershing	2,051.21
Sacred Heart	9,140.67
Saratoga	8,419.56
St. Anthony	2,606.48
Yates	3,288.33
Mann Junior High	9,929.58
Tech Junior High	2,948.55
Tech Senior High	5,408.09
TOTAL	$104,813.32

Project Number 71-201
Activity Number 25

Media Center

Service Objective Worksheet

Objective 5

Provide in-service workshops to orient the supervisory staff and teachers with services available in the Media Center.

The following chart reflects the monthly number of workshops conducted by the Media Center and the attendance at these sessions.

		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
In-Service Sessions or Workshops +	*1	6	11	19	17	27	21	35	16	24	176
	**2	37	42	57	40	92	66	83	53	75	545
Presentations on Title I and the Media Center	1	3	6	5	2		1				17
	2	150	220	114	65		30				579
Student Involvement		140	75	220	50	50	100	620	30	107	1392
Number of Schools Visited		–	–	–	–	–	–	–	–	–	208
Programs "On Loan"	++	–	–	–	–	–	–	–	–	–	16

* = Number of Sessions

** = Attendance

+ = A description of the types of workshops held was recorded in objective two.

++ = In-Service programs are made available on request.

Project Number 71-201
Activity Number 25

Media Center

Service Objective Worksheet

Objective 6

Assist in the development of student and teacher prepared projects.

The chart below lists the initiators of media center jobs completed per month during 1970-71 school year.

	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	TOTAL
Student	–	1	2	–	–	–	–	–	–	3
Teacher	135	170	190	175	109	203	206	153	94	1,435
Principal	32	24	13	20	17	18	33	31	33	221
Supervisor	2	–	4	2	5	11	20	13	8	65
Central Admin.	48	31	29	36	27	43	54	41	39	348

Project Number 71-201
Activity Number 25

Media Center
Service Objective Worksheet

Objective 7

Provide desirable linkages with other federally funded programs needing the type of services provided through the Media Center.

Two other federally funded programs, Neighborhood Youth Corps and Head Start, took advantage of media center services during the year.

The production chart submitted in objective three indicates the number of jobs these programs received for each service offered by the media center.

The totals reflect *all* jobs and items completed for them.

	Jobs	Items
Neighborhood Youth Corps	24	17,987
Head Start	78	60,463

Project Number 71-201
Activity Number 25

Media Center
Service Objective Worksheet

Objective 8

Keep an ongoing record of the types of projects developed, purhcases made and the distribution of supplies and equipment for the Title I schools.

Costs and distribution of supplies and equipment charged to each Title I school has been submitted in objective four.

The following list indicates the kinds of jobs developed by the Media Center for three areas; printing, creative, and audio-visual jobs.

Printing
Graduation program for Head Start
Note pads for community aides and principals
Writing charts for children
Bingo games for math and reading improvement
Cards for teachers to record progress
Awards for reading, citizenship, attendance
Student information record
Cookbooks compiled by students
Circle games so children recognize pictures and sounds
Kindergarten Progress report card
Different symbols like footballs, trains, cars, etc.for teacher to write child's name for board to show what job
Follow the dots: alphabets and numbers
Letters for field trip requests
Book marks
Book worm diploma
Community aide report forms
Handbooks for faculty and students
Tardy slips
Admit cards
Discipline notices
Forms asking for specific information from parents
Letters to parents informing them of their child's behavior
Conference requests
Kindergarten round-up letters
Open house invitations
Study tips for students
Service request forms
Athletic department check out cards
Books of creative writing and art for students
Games for TMR children
Lunch tickets and free lunch tickets
Student transfer requests
Manual for substitute teachers

Printing (continued)
Dental Health booklet
Evaluation sheets for home economics students
Audio visual check out sheets
Dolch word lists
Picture cards to help children recognize blends
Routing sheets for teachers
Pupil enrollment cards
Maps of different states and countries
Multiplication tables
Programs for open house, music programs, etc.
PTA programs and yearbooks
Nebraska unit book for social studies
Newspapers: *Title I Frontier; What's Special?; Girls Town Herald; Media Center Idea Exchange*

Creative Jobs
Posters
Book Covers
Hand lettering
Materials with construction paper
Drawings
Signs by machine
Flash cards (numbers and words)
Charts
Maps
Word cards
Calendars
Bulletin board displays

Audio-Visual Jobs
Photography/still and motion/black & white, color
Slide or film presentations
Audio/taping or duplicating
Video tape recording
Transparencies
Laminations

A collection of material produced for use in the schools has been assembled for examination.

SUPERVISED STUDY

Teacher Interns

Saturday Speech Therapy

Kindergarten Language Development

EXTENDED use of STAFF and FACILITIES

Project Read & Project Math

C.O.D.

INSTRUMENTAL MUSIC

Primary Vocal Music

Project Number 71–201
Activity Number 26

SUPERVISED STUDY

$3,790.00

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.1

Project Number 71-201
Activity Number 26.1

Supervised Study
Service Objective Worksheet

Objective 1

Provide suitable study facilities with the necessary reference materials for all students in the Title I area who feel they would profit from this type of assistance.

The only school in the Omaha Public system to offer a Supervised Study Program during the 1970-71 year was Indian Hill Junior High. This marked the sixth year of operation for the program at Indian Hill.

Grades six through nine participated in the supervised sessions which were held in the school library from 6:15 to 8:00 p.m., Monday through Thursday. Students were required to sign in by 7:00 p.m. and were expected to stay until 8:00 p.m. unless they submitted a note from their parents requesting to be excused earlier.

Student Participation

During the 1970-71 year, 192 Indian Hill students attended the supervised study center 1,412 times. Ninth graders dominated program attendance with approximately 65% of all attendances attributable to them.

An average of fifty-six students signed into the study room each week in 1970-71. The weekly attendance ranged from a low of thirty-five to a high of 112. Many students were encouraged by their teachers to make use of this program, especially those who could benefit most by additional help with their studies.

The following table is a monthly record according to grade level of the number of students that participated in the program. It also reflects the number of visits made per month, and it summarizes each grade and month.

BY MONTH ATTENDANCE LOG OF SUPERVISED STUDY PARTICIPANTS
1970-71 – Grades 6 through 9

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	*Number of Students	Total No. of Visits	Percent of Total
Gr. 6	Number of Students	–	14	6	2	4	–	–	–	17		9%
	No. of Visits	–	68	7	4	6	–	–	–		85	6%
Gr. 7	Number of Students	13	32	10	8	2	8	5	8	45		23%
	No. of Visits	17	104	49	28	2	17	7	24		248	17%

Table continued on next page

Supervised Study
Service Objective Worksheet

Objective 1 (continued)

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	*Number of Students	Total No. of Visits	Percent of Total
Gr.8	Number of Students	13	19	12	8	8	9	8	3	35		18%
	No. of Visits	18	59	28	11	9	13	12	11		161	12%
Gr. 9	Number of Students	35	51	29	27	47	48	49	15	95		49%
	No. of Visits	59	217	115	64	88	136	165	74		918	65%
Total	Number of Students	61	116	57	45	61	65	62	26	192		100%
	No. of Visits	93	448	199	107	105	166	184	109		1,412	100%

*Unduplicated student count

A wide range of study materials and teaching aids, which the students were free to use, were available during the supervised study sessions.

These included: books, magazines, tapes, records, calculators, overhead viewers, video-tape equipment, and standard reference books.

A librarian was on hand one night per week to provide assistance in using library reference materials and techniques.

The supervised study student had access to a variety of current publications. Many disadvantaged families do not receive newspapers and magazines and must rely on library publications for their news. Magazines such as *Newsweek, Time,* and *U. S. News & World Report* and copies of the *World Herald, Sun,* and *National Observer* newspapers provided the supervised study participant with a source of current information.

Student Survey

Fifty-two of the fifty-six students in grades six through nine who visited the supervised study center eight or more times during the year completed and returned the following opinionnaire.

Project Number 71-201
Activity Number 26.1

Supervised Study
Service Objective Worksheet

Objective 1 (continued)

Dear Supervised-Study Participant:

Your help in looking at the supervised study program would be greatly appreciated. Please let us know if you feel the after school "study hall" has been of help to you this year or could be improved.

This is an opinionnaire to help you in this process.

You have made use of this opportunity to improve your school work several times during the year. We would like your help in appraising the program.

Please answer any or all of the following questions and return this sheet to Mr. Yelnek as soon as possible.

1. In your opinion should supervised study be continued?
   _____Yes _____Some changes needed _____No

2. Who encouraged you to attend supervised study?
   _____Parent(s) _____Teacher(s) _____Friend(s) _____No one, I came on my own
   _____Other

3. What specific equipment or material have you used during supervised study hours?
   _____reference books _____video tape machine _____magazines _____calculators
   _____newspapers _____overhead viewer _____records _____other (explain)

4. Did you receive individual help from teachers during your visits to the supervised study?
   _____yes _____No
   To what degree did this individual tutoring help you in your course studies?
   _____none _____little _____some _____a lot _____could not have passed without this help

5. Describe on the back of the page the time you were helped the most.

6. If you were in charge of setting up the supervised study program next year would you make any changes?

The accompanying chart is a compilation of responses to questions 1 through 4.

Supervised Study

Service Objective Worksheet

1970-71

RESULTS OF STUDENT QUESTIONNAIRE FOR SUPERVISED STUDY

	Question 1			Question 2						Question 3						Question 4					
	Yes	Some Changes	No	Parent(s)	Teacher(s)	Friend(s)	No one	Other	Reference Books	Magazines	Newspapers	Record-tape	Video-tape	Calculators	Overhead Viewer	Other	Yes	No	None	Little	Some	Lot	Couldn't have passed
Gr. 6 N= 5	5	0	0	2	4	1	0	0	2	1	0	1	1	0	3	0	5	0	0	0	5	0	1
Gr. 7 N= 9	9	0	0	0	1	3	5	1	8	4	0	1	1	6	1	1	9	0	0	1	1	6	1
Gr. 8 N= 5	5	0	0	2	2	0	1	1	4	2	2	2	1	2	1	0	5	0	0	0	1	2	2
Gr. 9 N=32	32	0	0	7	8	9	18	1	31	18	12	12	6	21	15	5	32	0	0	3	9	20	3
Ungraded N= 1	1	0	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0
Total N=52	52	0	0	12	17	15	24	3	46	25	15	16	9	30	20	6	52	0	0	5	16	28	7

Supervised Study

Service Objective Worksheet

Objective 1 (continued)

The following list generalizes the responses to questions 5 and 6 on the student opinionnaire:

Question 5:

Describe the time you were helped the most?

"When a teacher helped me on poetics and problems in algebra."

"I probably would have failed an algebra test but I got some help the night before the test in supervised study and was able to pass it."

"I needed a lot of help in geography and was able to get it in supervised study."

"I was doing failing work when I transferred to Indian Hill, but after attending supervised study regularly I have brought my grades up considerably."

"It's hard to pick out one time. I was always prepared the next day for class."

"In seventh and eighth grade my improvement in math and core had a lot to do with supervised study. The teachers spend more time with you and you get to understand and know them."

Question 6:

If you were in charge of setting up the supervised study program next year would you make any changes?

Student Response	Number of responses
No	32
No response	6
Yes [no recommendations]	4
Longer hours	22
Eliminate eight o'clock rule	2
Maybe [no recommendations]	1
A little [no recommendations]	1
Have a science teacher available one night per week	1
Add more equipment	1
Encourage more people to come	1
Have more teachers available each night	1

Parent Survey

Approximately 50 opinionnaires were sent to parents of children who had attended Supervised Study eight or more times during the year. A copy of this opinionnaire is attached. Fourteen were returned. The following is a capsulized look at the responses parents made to each of the five questions.

Question 1

Do you think the Supervised Study Program should be continued?

Supervised Study

Service Objective Worksheet

Objective 1 (continued)

– All parents were unanimously in favor of continuing the program.

Question 2

Have you encouraged your children to attend the Supervised Study sessions?

– All parents said they had encouraged their children to attend.

Question 3

The Supervised Study Center operates Monday through Thursday, from 6:15 to 8:00 p.m. Please indicate your feeling about the amount of time provided.

– Twelve said the amount of time provided was just right.

– Two felt that not enough time was provided.

Question 4

What changes have you seen in your child's attitude or school work which could be related to attending the Supervised Study Program?

– "Great increase in school interest and grades."

– "Quite a bit of improvement shown."

– "I don't think she would have received the good grades she did without extra help at Supervised Study."

– "Noticed improvement in school work."

– "When our child attended, his grades and progress went up."

– "Grades improved."

Question 5

Please add any comments which you feel might be helpful in looking at the program.

– "Supervisors of this program should be complimented for maintaining an atmosphere in which children can study and learn."

– "Since there was a great deal of distraction at home we are happy that Supervised Study is available."

Project Number 71-201
Activity Number 26.1

Supervised Study

Service Objective Worksheet

Objective 2

Provide the professional staff from various academic areas and lay citizens with specific abilities to assist students with their particular study problems. The participants will range from mentally handicapped students to gifted students.

Teacher Participation

During the 1970-71 year eight teachers worked in the program, with two on duty each night. In order to provide the help needed by the students in a wide range of subjects, teachers from the various areas – social studies, English and math – were on duty.

The following schedule of teachers was made available to students in the beginning of the year in order that those having difficulty in a certain subject might seek help on the night that particular teacher was available.

SCHEDULE OF TEACHERS FOR SUPERVISED STUDY FOR 1970-71

	Teacher	Academic Specialty
Monday	Edward Radanovich James Yelnek	Mathematics English, Social Studies
Tuesday	Edgar Sawyer Robert Wood	Language Arts, Social Studies Language Arts, Social Studies
Wednesday	James Yelnek Miss Francis Ward or Philip Bauer	English, Social Studies Librarian Counselor
Thursday	Duane Lee Gerald Pesek	Language Arts, Social Studies Mathematics

Teacher Survey

All teachers in grades six through nine were asked to complete an opinionnaire on the Supervised Study Program. (a copy of this opinionnaire is attached.)

Since no provision was made for identifying regular participants in the classroom, teachers were asked to base their responses on students that they thought had visited the program approximately eight or more times during the year.

Supervised Study

Service Objective Worksheet

Objective 2 (continued)

Twenty teachers answered the opinionnaire and the following list generalizes their responses for each of the five questions asked on it. (Those responses submitted most often appear first.)

Question 1 In your opinion should the Supervised Study Program be continued?

- All twenty staff members were unanimously in favor of continuing the program.

Question 2 In what ways have you encouraged use of the program?
Which of these methods has been most effective for you?

- "When special projects were required."
- "Encouraged those needing extra help in a particular subject to attend Supervised Study."
- "Made general announcements in class that Supervised Study was available."
- "For those who needed a quiet place to study."
- "Encouraged parents at student/parent conferences to send their children to Supervised Study."
- "Encouraged students via failure letters. Parents of students doing unsatisfactory work in class were sent a note recommending that the student attend Supervised Study."
- "Encouraged students who were frequently absent or had make-up work to do."

Question 3 What changes have you noticed in students who are regular Supervised Study participants? (Those who attended eight or more times during the year.)

- "Assignments more complete."
- "Assignments completed on time."
- "Better quality of written work."
- "More active participation in class."
- "Better rapport between students and teachers."
- "Improved study habits."
- "Better prepared for class."
- "More interest in outside class projects."
- "Improved attitude."
- "Better grades."
- "Became library oriented."

Question 4 What other comments or observations have you made which might be useful in appraising the program?

- "Information gained in Supervised Study carried over into the classroom and to other students."
- "Program seemed to be of most benefit to older students, especially ninth graders."
- "Noticed an attitudinal change in virtually all regular participants."
- "Ideally we should strive for more informal one-to-one situations in Supervised Study."
- "Suggest more promotion on the part of the faculty to encourage students to make use of the program."
- "Have Supervised Study start earlier in the evening or on Saturday since some parents object to their children coming alone or at night."

Supervised Study
Service Objective Worksheet

Project Number 71-201
Activity Number 26.1

Objective 2 (continued)

Question 5 What suggestions do you have for next year's program?

- "More promotion of the program on the part of teachers."
- "Teacher representation from more academic areas."
- "Start the program earlier and extend it longer in the year."
- "Encourage more parent participation."
- "Invite parents to visit the Supervised Study Center with their children."
- "Inform teachers as to which students are regular participants in the program."
- "Send students home that come to the center without books."

Ability Level of Participating Students

The November 1970 Lorge-Thorndike Intelligence Test for *ninth graders* was used to supply information concerning the school learning ability of students participating in the program.

Ninety-five of the total 134 enrolled ninth graders attended Supervised Study. These ninety-five ninth graders accounted for 65% of the total attendances for all supervised study sessions in 1970-71.

It was found that no one ability level dominated program attendance. The overall school average on the Lorge-Thorndike test for all ninth graders at Indian Hill was 98.0. For all ninth graders participating in the supervised study program the average score was 98.4.

Ninth graders that attended one to nine sessions during the year averaged 98.8 and those with ten or more visits averaged 97.8.

The following table shows the Lorge-Thorndike distribution of ninth graders according to the number of visits they made to Supervised Study in 1970-71. The table accounts for eighty-four of the ninety-three ninth graders that participated in the program. Scores were not available for the remaining nine students.

Lorge-Thorndike Distribution of Ninth Graders Participating in the Supervised Study Program

		Number of Visits in 1970-71					
		1–9	10–19	20–29	30–39	40–up	Total
Lorge-Thorndike I. Q. Intervals	0- 85	9	–	1	1	1	12
	86- 99	23	4	2	2	3	34
	100-114	19	5	3	1	–	28
	115-Up	7	3	–	–	–	10
	TOTAL	48	12	6	4	4	84

Supervised Study
Service Objective Worksheet

Objective 2 (continued)

Conclusions

The Supervised Study Program at Indian Hill Junior High School was reported to be an effective low cost means of providing students with a desirable place to study, stocked with appropriate resource materials and supervised by adults acquainted with the classroom work in progress.

A brief description points out the varied activities of the center and the manner by which individual students' needs were met. Of the 400 junior high students in the school 175 participated in this volunteer program during the year. Students appeared to place increasing importance upon the program as ninety-five of the 134 ninth graders were listed among the "sign in" sheets and accounted for 65% of the visits made to the center.

The plan utilized to encourage the low achieving student was one which involved both the teachers and parents. Although it was a "low key" encouragement, its purpose was accomplished. Students at all levels of ability made use of the center.

Parents also favored the program. Although the number of returns was small it represented a cross section of the parents. These parents, interested enough to return the opinionnaire could serve to "spread the word" about this opportunity being provided for boys and girls.

The teaching staff strongly favored the program. Teachers used different means to encourage students to attend the sessions. Attitude changes reported related to better academic adjustment of pupils to their assigned work or extension of interests. The recommendations of teachers include:

- making a faster start in the fall;
- encouraging further parent involvement;
- developing further staff awareness as to the implications of the program; and
- letting teachers know which students are participating in the program.

It is the consensus of students, parents and teachers that this was a constructive and worthwhile effort to meet a specific "learning" need of students and substantially met the objectives of the program.

Career Opportunities Program

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.2

$25,854.00

Project Number 71-201
Activity Number 26.2

Career Opportunities Program
Service Objective Worksheet

Objective 1

Provide additional teacher aides in the Title I area schools.

The list below records the ten Career Opportunities Program participants employed through Title I. It includes individual aide names and their school assignments for the regular 1970-71 year and the summer 1971 session.

Aides	Title I Area R.	*School Assignment*		*Educational Level*		No. in Family	*Income Level*
		1970-71	*Summer*	*Begin*	*Present*		
Beaugard,P.	Yes	Lothrop	Lothrop	10th Gr.	Passed GED 34 hr.	6	$ 4800
Johnson,L.	Yes	Conestoga		UNO 23 hrs.	60 hrs.	1	1800
Lightner,F.	Yes	Lothrop	Leave of Absence	H.S. Dipl	37 hrs.	1	1800
Patrick,P.	No	Conestoga		College 24 hrs.	36 hrs.	1	1800
Reed,A.	Yes	Lothrop	Left	10th Gr.	Passed GED+21 Hr.	5	4200
Sanders,M.	Yes	Lake	Lake	11th Gr.	Passed GED 34 hr.	6	4800
Sanders,S.	Yes	Saratoga	Saratoga	H.S. Dipl.	12 hrs.	2	2400
Smith,G.	Yes	Lake	Lake	H.S. Dipl.	31 hrs.	6	4800
Stewart,W.	Yes	Conestoga		H.S.Dipl.	28 hrs.	4	3600
Williams,E.	Yes	Lothrop	Lothrop	11th Gr.	Passed GED 34 hrs.	3	3000

The following evaluation sheet is submitted as an example of a teacher's evaluation of a C.O.P. aide's performance. Sheets like this for all other aides are available for examination.

COP EVALUATION SHEET

Date March 17, 1971

Name _____

Work Area Reading, Math, Art, Spelling, Soc. Studies, Science

Performance – – – Outstanding
Above Average
Average
Below Average

Project Number 71-201
Activity Number 26.2

Career Opportunities Program
Service Objective Worksheet

Objective 1 (continued)

List strengths of Aide:
"She is strong in her understanding and discipline of children. She grows daily in all subject areas. She brings out critical and creative thinking."

List weaknesses:
"None so far as I have seen and I observe her closely, and have seen her take over without previous notice without any complications."

What steps were taken to correct handicaps?
"She is very observing and critical of herself. She desires to be understanding of all the children, subject presentation, and any situation"

Suggestions:
"I think all teachers and paraprofessionals should work and plan together above any obstacle. This is very important."

What can we do?
"Let aides make plans on projects to use in the classroom."

(Signature)

Grade 4

Career Opportunities Program
Service Objective Worksheet

Project Number 71-201
Activity Number 26.2

Objective 2

Provide a linkage with the Career OpportunitiesProgram to provide additional financial aid for expanding and up-grading the program.

The list below indicates the types of services provided for the Career Opportunities Program (C.O.P.) by Title I.

a) Financed trip to Kansas City, Missouri, for two team leaders, two teachers, and one principal to visit and observe the educational system there.

b) C.O.P. aides participated with teachers in Project "Read and Math" to help determine student placement in the program.

c) The Reading Resource Centers at Lake and Monmouth Park were open to C.O.P. aides.

d) Aides participated in field trips throughout the year. They accompanied teachers and students on approximately eighty-eight visits to various Omaha businesses.

e) C.O.P. aides also accompanied community aides on home visits.

f) Additional professional growth was realized by C.O.P. aides by helping reading and library aides schedule classroom activities.

Project Nulmber 71-201
Activity Number 26.2

Career Opportunities Program
Service Objective Worksheet

Objective 3

Provide the opportunity for Title I personnel to participate in the planning of the program and the training of people with poverty backgrounds to become effective teacher aides.

The following list of Title I area personnel were involved in Career Opportunities Program planning and training.

The Title I Director supported the Career Opportunity Program by contributing ideas and suggestions to the Career Opportunities Program Advisor Committee. Directed resources and coordinated staff efforts in promoting the improvement of the Career Opportunity Program. Coordinated publication of stories related to the program in the Title I Newsletter.

Title I Evaluation Coordinator participated on the Advisory Committee. Designed Aide, Teacher, and Parent questionnaires for purposes of helping evaluate the total Career Opportunities Program.

Cooperating School Principals

The principals of five schools - Druid Hill, Saratoga, Lothrop, Lake, and Conestoga - made their buildings available for the Career Opportunities Program.

Principals planned with team leaders and classroom teachers for purposes of matching teachers and aides. They also developed ways of involving aides in school relations with the community such as assigning them to home visits.

The principals of these five schools are also members of the Career Opportunities Advisory Committee. They attended committee meetings and worked with Career Opportunities participants for better implementation of team activities.

Cooperating Teachers were primarily responsible for training the aides in the instructional and non-instructional routines of the classroom. They scheduled assignments not only for the children in their rooms, but also for aides who assisted them in daily activities. The cooperating teachers also tutored the aides in specific skills such as manuscript and cursive writing, using audio-visual materials and equipment, and utilizing instructional techniques in the classroom. In addition they assisted aides in overcoming weaknesses pointed out in their evaluation reports.

Team Leaders were successful classroom teachers who were soundly grounded in elementary education for low-income and minority group pupils. Team leaders had the ability to plan instruction and provide

Career Opportunities Program
Service Objective Worksheet

Objective 3 (continued)

in-service training for the teams to which they were assigned. They exerted leadership so that their teaching teams added to the instructional input of the school.

Their main responsibilities were to:

a) Serve as a liaison between school and administrative staff;
b) Communicate with university consultants as to the progress of each aide;
c) Be available to the principal when services were needed;
d) Keep the principals informed of the program and the activities and needs of the aides;
e) Plan and work with the learning teams in the schools;
f) Help teachers use aides more effectively;
g) Participate in the planning of in-service programs for aides and teachers;
h) Schedule aides for classroom and building duties;
i) Supervise activities of the aides;
j) Counsel with the aides and help them adjust to their responsibilities; and
k) Keep daily attendance records and send in monthly reports on each aide to the director of the program.

Project Number 71-201
Activity Number 26.2

Career Opportunities Program

Service Objective Worksheet

Objective 4

Provide supporting services available in the Title I Media Center to help make the Career Opportunities Program successful.

The following list contains specific supporting services provided by the Media Center for the Career Opportunities Program during the 1970-71 school year:

a) Audio-visual in-service provided by media specialist;
b) Printed programs for a play;
c) Photographed and developed pictures of C.O.P. activities;
d) Printed science booklets;
e) Printed plays for children's use;
f) Printed booklets for Frostig perception material;
g) Supplied films for cameras used in taking pictures of activities;
h) Printed "My Writing Book" and manual;
i) Printed "Number Booklets 1 – 10";
j) Printed ABC booklets;
k) Provided carousel slide projector;
l) Provided physical education equipment;
m) Printed open house booklets;
n) Printed "Chats and Facts" invitations for Saturday meeting;
o) Made memo pads for team leaders;
p) Printed "Progress Report Cards;"
q) Supplied pre-made materials;
r) Laminated pictures, booklets, and games;
s) Printed dictionaries and worksheets made by aides;
t) Supplied school with laminating machines;
u) Printed tickets for school carnival;
v) Supplied language master;
w) Supplied cassettes, tape recorders, and musical instruments;
x) Supplied Encyclopedia Britannica filmstrips; and
y) Supplied maps and map skills for Nebraska unit.

Saturday Speech Therapy

$923.00

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.3

Project Number 71-201
Activity Number 26.3

Saturday Speech Therapy
Service Objective Worksheet

Objective 1

Provide additional personnel to conduct a Saturday program in speech therapy for students residing within the Omaha Public School District.

Three speech therapists were employed by Title I to work the additional half day needed to provide this program. Half-hour therapy sessions were held from 8:00 a.m to noon each Saturday that did not fall within a holiday period.

Monroe and Norris Junior Highs were selected as speech centers because they were centrally located to the greatest number of applicants. Beveridge Junior High had been projected as a center, but due to the small number of applicants, a therapist was not assigned to that school. Instead, two therapists were placed at Norris to handle the large number of students from that area.

PERSONNEL ASSIGNED

Name	Position	Time
Dolores Billings	Speech Therapist	4 hours per Saturday
Robert Wegner	Speech Therapist	4 hours per Saturday
William Tempelmeyer	Speech Therapist	4 hours per Saturday

Project Number 71-201
Activity Number 26.3

Saturday Speech Therapy
Service Objective Worksheet

Objective 2

Select the children that need extra help in communicative skills and encourage their participation in this program.

In order to identify students that met this objective several steps were carried out.

1. Letters describing the program and explaining enrollment procedure were sent to each parochial school, as well as the Omaha Public School Junior and Senior High Schools. These schools were chosen for the program because they did not have a speech therapy service during the regular school year.
2. Parents with children suspected of having speech defects were made aware of the program through the principal, school nurse, church bulletin, or school bulletin board.
3. Parents requesting therapy for their child were asked to bring the student to the Board of Education testing service at the South Annex for a speech evaluation prior to the start of classes.
4. During the evaluation two tests were administered to determine if a disorder was present. All applicants received the pure tone hearing test to evaluate their hearing ability. This test was necessary since many speech disorders are a result of a hearing problem. After it was determined that a student had normal hearing, the Omaha Public Schools' Test of Articulation was administered. This test helped determine the student's level of speech development according to age. The Articulation Test was developed by the speech therapists of the Omaha Public Schools and is based on a national articulation test.
5. Those students found to have a bonafide speech problem were invited to participate in the program. It was possible to offer the service to each of the applicants who met the above criteria.

There were forty-three students who participated in the program at some time during the year. They represented fifteen elementary parochial schools, five elementary public schools, and two junior high public schools. The following table is a list according to grade of the student who received therapy.

Grade	Number of Participants
K	7
1	13
2	5
3	7
4	2
5	0
6	3
7	3
Trainable Mentally Retarded	2
Not Given	2

Project Number 71-201
Activity Number 26.3

Saturday Speech Therapy
Service Objective Worksheet

Objective 3

Encourage more parental participation in helping children overcome speech deficits.

Parents were responsible for the transportation of their child to the speech center. (Usually parents would remain in the center while their child was receiving therapy.) Therapists encouraged parents to participate in the therapy sessions whenever possible.

Formal counseling sessions were also held throughout the year for parents. These sessions were designed to bring parents up to date on their child's progress and to discuss ways of helping the child at home.

At the end of the year a conference was held with each parent whose child needed further therapy. Recommendations were made at that time on the future care of the child.

Project Number 71-201
Activity Number 26.3

Saturday Speech Therapy

Performance Objective Worksheet

Objective 4

1. **Objective restated – Administer a pre and post test to each child participating in the program.**

2. The instruments and procedures used to measure student progress toward this objective follow:

Students applying for the program received the Omaha Public Schools *Developmental Articulation Test*.(A copy of this test is enclosed at the end of this objective description.) This test served a dual purpose. First, it was used to screen students into the program who were abnormal in their speech development according to age level. Second, it acted as the instrument upon which progress was measured between pre and post testing.

The *Developmental Articulation Test* was developed by the speech therapists of the Omaha Public Schools and was based on a national articulation test.

The procedure used to administer the test is described as follows:

a. Each child is shown a series of cards with three pictures on a card and asked to verbally identify the representations.
b. As the student responds to the pictures, the tester marks the Articulation Test scoring blank according to the accuracy of the responses.
c. The pictures are arranged in speech developmental age level order. Each picture or item within a developmental level contains a sound that is predictably normal for that age level. As a student progresses through the test, new sounds are added measuring proficiency at that age level.

If a student tested on or above his age level, he was determined to be normal and therefore unacceptable for the program. Those having problems with developmental sounds below their chronological age were accepted into the program.

3. Progress of the participants is summarized below. Additional information follows in table form.

Sixty students were tested during the year, and seventeen were found to have normal speech patterns for their developmental age level. The remaining forty-three were found to have bonafide speech disorders and were admitted into the program. Twelve of the forty-three participants were dismissed from the program as corrected on the basis of either the articulation test or the judgement of the therapist.

The final articulation test acted not only as a guide for releasing corrected students but also as the post-test to show the progress of each student.

Saturday Speech Therapy

Performance Objective Worksheet

Objective 4 (continued)

The following is a listing of all students who received therapy in the program. The first twelve students are those who received therapy and were released as being corrected. The second group would profit by continued therapy. The list shows the grade, school, problem and remarks pertaining to each student in the program.

SATURDAY SPEECH THERAPY PROGRAM 1970-71
List of Participants Dismissed as Corrected

Identification No.	Gr.	School	Problem	Date Dismissed	Remarks
1	K	Benson West	Articulation	3/27/71	Dismissed after 17 ses.
2	K	Pawnee	Articulation	2/21/71	–
3	K	Masters	Articulation	3/13/71	Dismissed after 12 ses.
4	1	Holy Ghost	Articulation	2/21/71	–
5	1	Our Lady of Lourdes	Lisp	10/24/70	Dental problem also
6	3	St. Thomas More	Articulation	1/16/71	–
7	3	St. Paul Lutheran	Dysrhythmia	3/17/71	–
8	3	Holy Name	Articulation	2/27/71	Dismissed after 11 ses.
9	3	Immaculate Conception	Articulation	11/7/70	–
10	4	St. Peter	Articulation	4/17/71	–
11	6	St. Paul Lutheran	Articulation	2/27/71	History of ear surgery
12	7	Technical Junior	Frontal Lisp	3/20/71	Dismissed after 13 ses.

List of Participants Needing Further Therapy

Identification No.	Gr.	School	Problem	Remarks
13	K	Dundee	Articulation	Stopped attending for reasons unknown
14	K	Gethsemene Lutheran	Articulation	Condition compounded by dental problems
15	K	Gethsemene Lutheran	Articulation	–
16	K	Columbian	Articulation	–
17	1	St. Bernard	Articulation	Attended 11 sessions
18	1	St. Margaret Mary	Articulation	–

Saturday Speech Therapy

Performance Objective Worksheet

Objective 4 (continued)

Identification No.	Gr.	School	Problem	Remarks
19	1	St. Bernadette	Articulation	Slight frontal lisp
20	1	Holy Cross	Articulation	Running Speech
21	1	St. Thomas More	Articulation	–
22	1	Holy Cross	Articulation	–
23	1	St. Ann	Articulation	–
24	1	Holy Cross	Articulation	Improvement shown
25	1	Our Lady of Lourdes	Lisp	Condition compounded by dental problems
26	1	Immaculate Conception	Articulation	Delayed speech
27	1	Holy Cross	Articulation	Attended 1 session
28	2	Holy Name	Articulation	Attended 18 sessions
29	2	St. Thomas More	Lisp	Running speech
30	2	St. Bernard	Articulation	Attended 17 sessions
31	2	Holy Cross	Articulation	Delayed speech
32	2	Holy Ghost	Articulation	–
33	3	St. Margaret Mary	Frontal Lisp	–
34	3	Holy Name	Articulation	Attended 13 sessions
35	3	St. Bernard	Frontal Lisp	Mild problem
36	4	Mary Our Queen	Articulation	–
37	6	Our Lady of Lourdes	Articulation	–
38	6	St. Thomas More	Dysrhythmia	–
39	7	McMillan	Cleft-Palate	Counseled on social aspects of problem
40	7	St. Thomas More	Articulation	Hearing Problem
	TMR		Articulation	Attended 19 sessions
	TMR		Articulation	–

4. The impact of this program can be seen in many ways. The direct help the child received in therapy was essential in developing self-confidence and the ability to use oral communication effectively. In addition, the skills developed in therapy (auditory discrimination, listening, articulation, memory span) were, in most cases, carried over into the child's home and classroom environment, thus enhancing his regular learning opportunities.

5. Although the attainment of this objective was substantial, the subjective nature of the Articulation

Saturday Speech Therapy
Performance Objective Worksheet

Objective 4 (continued)

Test makes charting of pre-post tests difficult. The problems of a handicapped child are individual, so his progress is difficult to measure. However, the three therapists involved in the Saturday program conclude that the services rendered were invaluable. They feel the program should be continued.

The results of the program were minimized because each student was scheduled for only one thirty minute session a week.

OMAHA PUBLIC SCHOOLS

Developmental Articulation Test--Scoring Blank

Name _____ Birthdate _____

Address _____ Telephone _____

Parents _____ Grade _____

School _____ Teacher _____

	Devl. Age Level	Sound	
1.	3	m	monkey - hammer - broom
2.	3	n	nails - penny - sun
3.	3	p	pig - apple - cup
4.	3	h	house - dog - house
5.	3	w	window - sandwich
6.	4	b	boat - baby - tub
7.	4	k	cat - pumpkin - book
8.	4	g	girl - wagon - dog
9.	4	f	fork - telephone - knife
10.	5	y	yellow - onion
11.	5	ng	finger - ring
12.	5	d	duck - ladder - bed
13.	6	i	lamp - balloon - ball
14.	6	r	rabbit - carrot - car
15.	6	t	table - mitten - hat
16.	6	sh	shoe - dishes - fish
17.	6	ch	chair - matches - watch
18.	6	blends	drum - clock - blocks
19.	6	blends	glasses - crown
20.	7	v	valentine - television glove
21.	7	th	thumb - toothbrush teeth
22.	7	j	jam - angel - orange
23.	7	s	sun - pencil - bus
24	7	z	zebra - scissors - eyes
25.	8	blends	train - star
26.	8	blends	slide - swing - spoon
27.	8	blends	scooter - snowman
28.	8	blends	nest - desk

	Test 1			Test 2			Test 3		
Age:									
Date:									
	1	2	3	1	2	3	1	2	3

INSTRUMENTAL MUSIC

$33,389.00

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.5

Project Number 71-201
Activity Number 26.5

Instrumental Music
Service Objective Worksheet

Objective 1

Provide to Title I students the instruments, not normally available to them, for participation in the instrumental music program during the regular school day, after school and on Saturdays.

The chart lists the number of Title I students participating in the instrument music program and their grade level. It also shows the number using instruments provided by the school. These figures were extracted from the April teacher's report on the Instrument Music Program.

	School	Total	Number of Students Participating			Number Dependent on School Instruments			
			grade						
			4	5	6	Strings	Winds	Perc.	Piano
Elementary (4-6)	Central Grade	20	8	7	5	20	0	0	0
	Conestoga	38	0	16	22	21	16	0	0
	Druid Hill	43	13	9	21	26	17	0	0
	Franklin	48	13	23	12	35	13	0	0
	Highland	74	19	31	24	40	27	0	0
	Indian Hill	77	28	31	18	30	71	0	1
	Kellom	49	12	20	17	30	18	0	0
	Kennedy	45	11	15	19	32	11	0	0
	Lothrop	60	10	25	25	34	26	0	0
	Monmouth Park	30	8	10	12	18	10	0	0
	Pershing	22	3	8	11	10	12	0	0
	Saratoga	71	21	32	18	38	30	0	0
	Yates	39	10	12	17	18	10	0	0
			156	239	221	352	261	0	1
	Sub-Total	616				614			

			grade						
			7	8	9				
Junior High (7-9)	Indian Hill	189	90	56	43	43	45	0	0
	Horace Mann	162	67	45	51	45	84	13	0
	Pershing	11	3	8	0	4	7	0	0
	Technical Jr.	131	66	65	0	31	90	8	2
			226	174	94	123	226	21	2
	Sub-Total	493				372			

Continued on Next Page

Instrumental Music

Service Objective Worksheet

Project Number 71-201

Activity Number 26.5

Objective 1 (continued)

School	*Total*	*Number of Students* Participating grade 9	10	11	12	Number Dependent on School Instruments Strings	Winds	Perc.	Piano
Technical Sr.	64	28	19	8	9	0	36	23	0
						475	523	44	3
Total Number of students in Instrumental Music	1,173					1,045			

Project Number 71-201
Activity Number 26.5

Instrumental Music
Service Objective Worksheet

Objective 2

Provide additional instrumental music opportunities for Title I students owning instruments and taking private lessons.

The following chart shows the number of students participating in the instrumental music program owning instruments, the type of instruments they have, and the number of students taking private lessons. According to the April teacher's report only two students in the Title I area were taking private lessons.

School	Students Owning Instruments					Number of Students taking Private Lessons	
	Strings	Winds	Perc.	Piano	Total	November	April
Central Grade	–	–	–	–	–	–	–
Conestoga	–	1	–	–	1	1	–
Druid Hill	1	–	–	–	1	–	–
Franklin	–	–	–	–	–	–	–
Highland	4	3	–	–	7	–	–
Indian Hill Elem. & Jr.	16	42	18	–	76	1	2
Kellom	1	–	–	–	1	–	–
Kennedy	2	–	–	–	2	–	–
Lothrop	–	–	–	–	–	–	–
Monmouth Park	3	2	–	–	5	–	–
Pershing	1	–	–	–	1	–	–
Saratoga	–	3	–	–	3	–	–
Yates	2	9	–	–	11	–	–
Horace Mann Jr.	5	15	–	–	20	1	–
Technical Jr.	–	1	–	–	1	-	–
Technical Sr.	–	5	–	–	5	–	–
Total	35	81	18	–	134	3	2

Project Number 71-201
Activity Number 26.5

Instrumental Music
Service Objective Worksheet

Objective 3

Provide a continuous and expanding Instrument Music Program so that Title I students may participate and compete with children outside the Title I area.

The succeeding chart indicates the kind of instrument and the number of years each student has participated in the Title I Instrument Music Program. These figures were extracted from the April teacher's report on the Instrument Music Program.

The list of schools includes grades four through six unless otherwise indicated.

SCHOOL	YEARS OF PARTICIPATION											
	Strings			Winds			Perc.			Piano		
	1	2	3 or more	1	2	3 or more	1	2	3 or more	1	2	3 or more
Central Grade	14	2	4									
Conestoga	1	17	3	1	13	3						
Druid Hill	15	11		5	11	1						
Franklin	20	9	6	9	4							
Highland	18	14	12	18	12							
Indian Hill (4-9)	21	11	53	20	15	120	9	7	2			1
Kellom	12	11	6	5	13							
Kennedy	21	11		5	6							
Lothrop	23	11		8	16	2						
Monmouth Park	11	7		5	6	7						
Pershing (4-8)	10	4		7	5	7						
Saratoga	17	10	10	24	8	1						
Yates	9	8	3	10	9							
Horace Mann (7-9)	7	3	29	2		109	5	8				
Technical Jr. (7-8)	4		15	66	3	19	6		2	2		
Technical Sr. (9-12)				4	1	31	15	4	8			
Total	203	129	141	189	122	300	35	19	12	2		1

Instrumental Music
Service Objective Worksheet

Objective 3 (continued)

The table below records the number of students from the Title I area that participated in All-City Band and orchestras and/or their participation in other types of music groups. These figures were also extracted from the April teacher's report.

	Elementary Band	Seventh Grade Band	Junior High Band	Senior High Band	Elementary Orchestra	Seventh Grade Orchestra	Junior High Orchestra
Druid Hill	1						
Highland		3				5	
Indian Hill (4-9)		17	9		1	33	
Kennedy					1		
Monmouth Park	1						
Saratoga	1						
Yates	1				1		
Mann Junior High (7-9)		1	9			4	1
Tech Senior High (9-12)				7			
Sub-Total	4	21	18	7	3	42	1
TOTAL	96						

Project Number 71-201
Activity Number 26.5

Instrumental Music
Service Objective Worksheet

Objective 4

Provide additional professional instrumental music staff members to work with the Title I students during the regular school day, after school and on Saturdays.

The list below shows the number of professional Title I staff members assigned to the Instrument Music Program during the regular school year. It also indicates the school in which they worked and the amount of time they spent at each school.

NAME	SCHOOL	TIME PER WEEK
Virginia Church	Druid Hill, Lothrop, Monmouth Park, Pershing, Kennedy	1 day each week
Vesta Dobson	Druid Hill, Lothrop, Monmouth Park, Pershing, Kennedy	1 day each week
Rosemary Flores	Horace Mann Junior High	5 days each week
Gene Hazen	Conestoga, Franklin	1½ days each week
	Kellom	1 day each week
	Central Grade, Yates	½ day each week

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.5

$21,057.00

Project Number 71-201
Activity Number 26.5

Primary Vocal Music
Service Objective Worksheet

Objective 1

Provide an enrichment program in vocal music for children in the Title I area in Kindergarten through second grade.

During the school year, 1970-71, the primary vocal music project provided basic music instruction for classes kindergarten through second grade. These classes also benefitted from cultural enrichment activities and other classroom activities.

Approximately 3,460 students were involved in this program. The grades involved were: Kindergarten, pre-first, first, pre-second, second, and ungraded. Since all of these were in Title I schools, only disadvantaged students were served.

The following table indicates the schools, grades and number of children who participated in the primary music program.

	Kindergarten	Ungraded	Pre-First and First	Pre-Second and Second	Total
Druid Hill	48	12	50	64	174
Franklin	133	66	185	136	520
Highland	62		80	65	207
Indian Hill	92		118	78	288
Kellom	99	28	119	108	354
Kennedy	126	16	146	77	365
Lake	65	31	72	60	228
Long	47	13	47	43	150
Lothrop	106		137	102	345
Monmouth Park	68	15	83	78	244
Pershing	29	24	16	24	93
Saratoga	101	25	104	121	351
Yates	54		47	40	141
	1030	230	1204	996	3460

Project Number 71-201
Activity Number 26.5

Primary Vocal Music
Service Objective Worksheet

Objective 2

Provide models of language patterns through song material for group participation.

In objectives two through four, samplings of teachers responses have been recorded as representative examples of the general reaction to these goals.

Models of language patterns were provided by singing good music literature which included: patriotic music, music of the past and present, music of other cultures, seasonal and holiday music, music about nature, music about occupations, and music about home and singing games.

One vocal teacher wrote, "There are definite benefits in *rote* singing because as the teacher sings each phrase of the song, the children will inflect as she does, resulting in gains in this area."

Vocal teachers felt that the exposure to many varied songs increased the participant's vocabulary immeasurably. This theory was further substantiated by comments of classroom teachers. Whereas some children professed little or no interest in reading, they did expend effort in learning words of songs.

"There is a constant necessity to employ extra materials for these children. I constantly used records from the libraries which lent themselves to body movement and good listening habits. By utilizing such vehicles, the children are always anxious to look at what music looks like. The music books are another way of bringing children to *reading* and might in some cases sustain their interest because they love to sing."

Project Number 71-201
Activity Number 26.5

Primary Vocal Music
Service Objective Worksheet

Objective 3

Provide singing and listening experiences which improve auditory perception through group participation.

Auditory perception skills are developed by: rote singing, echo clapping, use of hand levels, recognizing like and unlike phrases, emphasizing good diction in singing, recognizing and responding to simple notation symbols and listening to records with "pinpoint" guidance.

The educational power in the music comes partly from its simplicity and clarity, but the success of the use of music as a readiness in measuring the teaching of other subjects depends on how thorough the music training is. Children seem to learn best when they feel, hear, see, smell and move through the learning experience.

One vocal teacher points out, "Music should not be abandoned in these schools. There are other ways music makes school a place of great learning, if it is used consistently and enthusiastically by the classroom and music teacher. The element of self-expression cannot be under-estimated, especially in many 'target area' schools. I only wish I had had more exposure to some of the children and could have bridged the emotional barriers and problems so many classrooms have."

In *Teaching Elementary Reading* (Appleton-Century-Crofts, 1962), Tinker and McCullough report that in studying the foundations of successful reading in grade one, the four most important factors were found to be (a) auditory discrimination ability, (b) visual discrimination ability, (c) range of information, and (d) mental age. Of these factors, auditory discrimination ranked first in its influence on learning to read.

Anyone who has observed the teaching of a song by rote and seen the concentrated expressions on the faces of the children, knows that they are really listening. The concentration required to learn a song by rote is the same as that required to pick up the sound of a spoken word. Some reading and phonics teachers have observed that music is an aid in learning to read because sometimes problems in this area result from a child's inattention and indifference as much as lack of ability. Sometimes lagging students will forget their dislike for reading and slip into singing words they would never have attempted to read.

Recent research in child development stresses the importance of the child's early experience in his total intellectual development. Frances Webber Aronoff in her book, *Music and Young Children*, writes that:

> "Granting that certain factors are innate, intelligence is now seen primarily as a result rather than as a precondition of environmental stimulation; the child's emotional development is a result, also, of his opportunities to perceive, to manipulate, and to interact with people and objects. Studies of young children, especially of two special groups – the culturally deprived and the gifted – have

Primary Vocal Music
Service Objective Worksheet

Objective 3 (continued)

emphasized the importance of the non verbal modes of cognition, and they have demonstrated that the cognative (intellectual) and affective (emotional) aspects of the child's growth are rightly intertwined."

Another teacher wrote, "The lack of auditory perception is one of the greatest problems in the inner-city school. The confusion and high levels of sounds in the home have encouraged children not to 'hear.' Even when they are trying to follow directions their minds are conditioned to tuning out sounds. This is one area where the study of music is a definite benefit. The mere fact that singing is enjoyable and fun leads to a break in the habit of non-listening. From there a good pattern in auditory perception can be developed. It will have good follow-through in listening activities because trust in hearing something good has been developed. This will lead naturally into other academic areas."

Project Number 71-201
Activity Number 26.5

Primary Vocal Music
Service Objective Worksheet

Objective 4

Provide music experiences in which children can have a feeling of success through group participation.

Students gain a feeling of self worth by developing proficiency in music performance skills by: singing, listening, playing simple instruments, moving and creating.

Many children who have up to this time found difficulty in expressing themselves find an outlet in group participation. They will now go along with their peers in dramatic play. An example of this was shown at a spring program centered around a circus theme. Children who had previously shown no response or had not participated in group activities whatsoever now exhibited a great deal of interest in singing the song and doing creative animal acts.

One vocal teacher wrote, "Elimination of emotional handicaps by group participation in vocal music seemed to enhance growth in academic areas. We should allow children every opportunity to express themselves, and music is an efficient way to realize that idea."

Project Number 71-201
Activity Number 26.5

Primary Vocal Music
Service Objective Worksheet

Objective 5

Provide additional professional vocal music staff members to work with the Title I students during the regular school day, after school, and on Saturdays.

The following teachers were assigned to the Title I Vocal Music program in the Omaha Public Schools:

Vesta Dobson

A.M. Only

M	
T	Lothrop
W	Lothrop - Pershing
Th	Lake
F	Lake

Jane Walsh

	A. M.	P.M.
M	Saratoga	Saratoga
T	Saratoga	Yates
W	Indian Hill	Indian Hill
Th	Druid Hill	Kennedy
F	Kennedy	Kennedy

Margaret Bishop

A.M. Only

M	Franklin
T	Franklin
W	Franklin
Th	Kellom
F	Kellom

Judy Rizer

P.M. Only

M	Highland
T	Monmouth Park
W	Monmouth Park
Th	Long
F	Long

Statements regarding their feelings about the possible elimination of Title I music this fall follow. "Although my experience in this situation has been limited to one year with primary grades, I feel it is easy to see the great asset a music program is for these children. Each school had different problems and different ways of solving them, or at least attempting to solve them. In my five schools music can be used easily for not only musical enrichment, but also for aiding in reading readiness."

"When informed that Title I vocal music specialists would not be available next year, the great majority of classroom teachers were very upset. The classroom teachers felt that the children had made great advances in their musical abilities – singing, rhythm studies, reading abilities, etc; and that this would be very advantageous to these children in the rest of their education."

"In concluding my work in my various schools and saying 'goodbye' to my teachers, I have had expressions of real concern for the future of the music program in Title I schools. My teachers hope that their music programs will go on next year. They have been lavish in their praise of what has been accomplished. They feel that if their classes don't get music next year, it will be a real tragedy."

Primary Vocal Music

Service Objective Worksheet

Objective 5 (continued)

"In addition to the pleasure and enrichment the children have experienced, the feeling has been that the help the children have received in reading words and in forming language patterns has been so positive, that to stop it now would be a step backward."

Although music educators are aware of the contribution of musical experiences to general development, it is only in recent years that the benefits of music education for other areas of learning have been analyzed. Music develops the listening ability and auditory acuity of children. As Sister Kathleen Dalton, Reading Consultant, Portola Valley, California, Public Schools, writes in her paper, *"Language Arts – The Message through Music"*, "A child learns specifically through the joyous response to rhythmical stimuli – through games, body motion, recognition, recall, inner hearing. He becomes alert both mentally and physically."

TEACHER INTERN PROGRAM

$52,720.00

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.6

Project Number 71–201
Activity Number 26.6

Teacher Intern Program
Service Objective Worksheets

Objective 1

Employ twenty-four teacher interns who have had life experiences similar to those of children in the Title I area. Assign them to work with teachers and students in the Title I area.

The 1970-71 year, the program's third, consisted of twenty-two black teacher interns. They are all military veterans, and all but seven are Omaha "inner-city" high school graduates.

Their work experience prior to entering military service covered a wide range of fields from general laborers to semi-skilled and skilled workers. After military discharge six went directly into the program and fifteen took jobs and entered their educational program at a later date.

The military experience of these men was varied and included such occupational specialties as cook, medic, clerk, infantry soldier, dental technician and mechanic.

An accompanying table records the names of the twenty-two interns and their educational, work, and military backgrounds.

All interns were assigned to disadvantaged area schools. Fifteen of them were placed in Title I schools and the remaining seven worked in other Omaha "inner-city" schools.

The list below indicates the school each intern was assigned to during the 1970-71 school year. Those working in Title I schools are paid through Title I funds and those employed in other schools are reimbursed by the Omaha Board of Education. The maximum work load for a teacher intern was 30 hours per week.

TEACHER INTERN ASSIGNMENTS

SCHOOL	NAME	YEARS IN PROGRAM
Belvedere	Bobby McCallister	2nd
	Marvin Stone	2nd
Central Park	Curtis Morgan	3rd
Clifton Hill	Gerald Brown	3rd
	Chester McSwain	3rd
*Franklin	Thomas Montgomery	2nd
	Rodney Moore	2nd
	James Dumas	3rd
*Indian Hill	Hubert Carter	2nd

Continued on Next Page

Teacher Intern Program

Service Objective Worksheets

Objective 1 (continued)

SCHOOL	NAME	YEAR IN PROGRAM
*Kennedy	Billy Bradford	3rd
	Harry Rutledge	2nd
*Kellom	Robert Magic	3rd
*Long	Erven McSwain	3rd
	Charles Payne	3rd
Miller Park	Larry Stevens	2nd
Minne Lusa	Jesse Graham	2nd
*Monmouth Park	Peter Boykins	3rd
	John Cooper	3rd
*Saratoga	Larry Buckner	2nd
	Edward Hayes	3rd
	Robert Taylor	3rd
*Yates	Eddie Staton	2nd

*Title I Schools

The principle activities of the interns in the schools were:

1. Tutoring

One of the most important responsibilities of a teacher intern was providing individual and small group tutelage.

With the help of the intern, students were able to gain greater knowledge and understanding about academic subjects.

The intern learned new methods of teaching through this kind of practical experience.

Tutoring sessions were ordinarily set up in one of two ways. The intern was either assigned to that duty by a teacher, or the student asked to be separated from the class for individual help from the intern. Through this kind of experience the intern gained meaningful insight into some of the problems and demands an "inner city" teacher faces.

2. Supervising

While the veteran's role as a teacher intern dictated that he operate as a supervisor throughout the day, he was also responsible for specific monitoring duties.

Interns took turns with teachers in supervising the lunch room at breakfast and noon meals.

They also supervised the hallways at arrival and dismissal time in the morning, at noon, and in the afternoon.

Another supervisory duty of the intern was pointing out the procedures of safety patrol duty.

NAME	Age	Marital Status	EDUCATION		Work Experience — Civilian	SERVICE INFORMATION					Date Entered the Program
			High School Location	Present UNO Standing		Branch	Length in service yrs.	Length in service mo.	Significant Military Experience	Awards	
Billy Bradford	23	M	Jackson H.S. Jonesboro, La.		V.A. Hospital, Dietitian's Helper	Army	2	0	Infantry Soldier	Purple Heart	9-5-68
Gerald Brown	26	M	Omaha Central		General Laborer	Navy	2	0	Supply & IBM spec.		9-5-68
Peter Boykins	32	M	South Bend H.S., Indiana		JFK Center Director	USAF	4	0	Physical Training Instructor		9-5-68
Larry Buckner	23	S	Omaha North		Machine Operator-Punch press	Army	2	0	Clerk		9-5-69
Hubert Carter	26	M	Lower Menion Ardmore, Pa.		Allied Van Lines-Laborer Booth Mem. Hosp.-Orderly Western Elec.-Shop worker	Army	3	0	Missile Launching Control Communications		1-5-69
John Cooper	25	S	Omaha Tech		General Factory Worker	USAF	4	0	Admin. Clerk	Good Conduct	9-5-68
James Dumas	32	S	Omaha Tech		Western Elec.-Repairman Armour Packing-Laborer	Army	2	4	Medical Specialist		1-5-69
Jesse Graham	21	M	Ft. Gibson H.S., Okla.		Cudahy Packing-Laborer Graham Buick-Lot Attend.	USMC	1	4	Infantry Soldier	Purple Heart	1-12-69
Edward Hayes	29	M	Omaha South		Vickers-Mach. Inspector Boys Club-Coach	Army	3	0	Security Clerk		9-5-68
Bobby McCallister	23	M	Omaha Tech		U.P. Railroad-Clerk	Army	2	0	Infantry Soldier Admin. Clerk	Air Wings; two combat medals; Unit. cit.	3-6-69
Robert Magic	27	S	Omaha Tech		V.A.Hosp.-Orderly Evans Clnrs.-Laborer Cent. Mattress-Laborer	USMC	3	0	Missile Launch Control Communications		1-5-69
Chester Mc-Swain	21	S	Omaha Tech		Railroad Switchman Post Office Clerk; YMCA-desk clerk	USAF	6	10	Inventory Spec.		10-5-68
Erven McSwain	25	M	Omaha Tech		Art Layout; Retail Dairy store Mgr.	Navy	4	6	Clerk; Dental Tech.	Good Conduct	10-5-68
Thomas Montgomery	30	M	Lincoln H.S. Forrest City, Arkansas		Sealtest Ice Cream-Laborer Duncan Hines-Line Stacker Life Insurance Salesman	Army	3	1	Turret Mtnce. IG insp. Team		1-5-69
Rodney Moore	27	M	Omaha Central		Western Elec.-Truck Driver Ideal Cement-Laborer Swift's Packing-Laborer	USAF	7	10	Medical Equip. Repair Technician	Good Conduct	9-1-69

Continued on next page

Continued from preceding page

NAME	Age	Marital Status	EDUCATION		Work Experience—Civilian	SERVICE INFORMATION					Date Entered the Program
			High School Location	Present UNO Standing		Branch	Length in service yrs.	Length in service mo.	Significant Military Experience	Awards	
Curtis Morgan	23	M	Omaha Central		Sales Clerk; Postal Clerk	Navy	3	0	Food Prep. Spec.	Viet Nam Service Medal	9-5-68
Charles Payne	24	S	Military GED		Mobile Oil Co.-Laborer	Army	2	0	Gen. Supply Spec.	Unit Citation	9-5-68
Harry Rutledge	25	M	Omaha Tech		Gas Co.-Construction Insurance Co.-Mail Clerk	USAF	4	0	Distribution Spec.		9-5-69
Eddie Staton	21	M	Central H.S. Pueblo, Colo.		Laborer	USAF	3	6	Admin. Clerk Instructor		1-5-69
Larry Stevens	23	M	Warrensburg H.S., Mo.		Northwestern Bell-Record Center Attendant	Army	2	0	Wire Team-Chief in Communications	Good Conduct	8-5-69
Robert Taylor	21	M	Omaha Central		MUD-Laborer; Western Elec.-Machine Operator; Control Data-tool setter	USMC	4	0	Infantry	Good Conduct	10-5-68
Marvin Stone	23	S	Atchison H.S. Kansas		Hospital Orderly; factory worker	Army	2	0	Medic	Officers Citation	1-5-69

Teacher Intern Program

Service Objective Worksheets

Objective 1 (continued)

The interns were also responsible for watching over children at playground, recess, and library periods and in classrooms where teachers were having discipline problems.

3. Counseling

Much of the success of the intern as a counselor might be attributed to the unique qualifications he brings to the school.

As a person who has grown up in an "inner city" area he had compassion and understanding for the children with whom he worked. He offered meaningful guidance and counsel. In many cases where a communication barrier existed between student and teacher, the intern was able to intervene successfully.

He provided a figure whom the children admired and respected. Students appreciated the opportunity to talk with men who have experienced the conditions they now face as disadvantaged area students.

4. Parental Contact

A vital part of the intern's role was the contact he maintained between the school and the home. Parents appreciated his work and were willing to share problems they saw not only in their own children, but others as well. The intern made many telephone calls and was available for parent-student conferences, or to answer questions regarding school policy. Where discussion was needed regarding a specific problem, he often acted as a liaison between teacher or principal and parent.

Home contacts and visits are an important activity undertaken by the interns. Their ability to communicate with parents and citizens of the community can contribute to a better understanding between the school and the community.

5. Individual Involvements

The teacher interns performed many other functions which aided the teachers in their non-teaching activities. Their enthusiasm and desire to be helpful created excellent rapport among themselves, teacher, parents and students.

Besides their regular duties in the school, the interns were involved in after school activities with children such as sports, debate, art and science projects, talent shows, field trips, and school plays.

The following compilation is submitted as an example of the school duties to which one intern was assigned during a typical week:

1. Supervised breakfast.
2. Supervised morning playground.
3. Supervised lunch periods.
4. Supervised noon playground.
5. Supervised quiet rooms for children who needed to work away from the group.
6. Supervised halls when necessary.
7. Tutored children in spelling, reading, and math.

Teacher Intern Program

Service Objective Worksheets

Objective 1 (continued)

8. Worked with small groups on creative art projects.
9. Gave first aid for accidents.
10. Counseled and talked with children who needed discipline.
11. Sponsored after school activities with children such as sports, debate, art, science, talent shows, etc.
12. Settled playground and dismissal time scuffles and arguments.
13. Helped the children find substitute behavior for the unacceptable.
14. Taught children the amenities of life in an incidental manner – "please," "thank you," "You're welcome," "excuse me," "hello."
15. Made home visits to parents with children causing problems.
16. Made calls to parents regarding children's behavior.
17. Helped teachers find reasons for a child's actions and informed them on what he had done to improve their behavior.
18. Kept list of children who needed special attention – extra smile, praise, someone to say hello to them.
19. Was available to teachers when they needed someone to help get a child settled in the classroom.

Project Number 71–201
Activity Number 26.6

Teacher Intern Program
Service Objective Worksheets

Objective 2

Provide the teacher intern with additional experience and knowledge in all special service areas of education available to teachers and students in the Title I area schools.

All interns are pursuing an elementary education program at the University of Nebraska at Omaha (UNO) where they carry nine hours per semester, plus twelve hours in the summer. This gives them the equivalent of a full years work in a calendar year. For the first two years of the program these classes were held "off campus" in the Omaha Public Schools meeting room; however, more recently they have been attending regular classes at the UNO campus.

All veterans were involved in student teaching during the second semester of the 1970-71 year and received five credit hours for these teaching duties. Most interns performed this student teaching at their regularly assigned school as indicated in objective one. However, student teaching at the junior high level were: Bobby McCallister - McMillan; Gerald Brown - Monroe; Chester McSwain and Edward Hayes - Tech Junior; and Larry Buckner - Mann Junior.

Since some interns are more advanced in their professional growth at UNO than others, academic schedules vary. The chart on the following page indicates the program requirements in elementary education and the scope of course work each intern has taken, up to and including the first semester of 1971.

In-Service Training

Prior to the beginning of the program, an in-service training session was conducted by several universities and Omaha Public School staff personnel.

The training session had a threefold purpose.

1. To orient the veterans with their duties as teacher interns.
2. To discuss questions pertaining to their role as an intern in school.
3. To familiarize them with scope of resources offered by the Omaha Public Schools.

This session was video taped, and new interns viewed it as part of an introductory in-service training orientation.

Subsequent in-service classes were held periodically throughout the 1970-71 year to further discuss the intern's problems and questions concerning his existing situation and duties.

In addition the intern received a school orientation from the principal of his assigned building. During

Teacher Intern Program
Service Objective Worksheets

Objective 2 (continued)

this session and throughout the year, the principal helped the intern to futher understand his role as a paraprofessional.

Interns also attended all staff and faculty meetings within their building.

UNIVERSITY OF NEBRASKA AT OMAHA
ELEMENTARY EDUCATION REQUIREMENTS FOR TEACHER INTERNS
(Up to and Including First Semester 1970-71)

NAME	Professional Education Requirements (each course = 3 credit hours)															General Education Requirements (as indicated)								
	Introduction to Teaching	Human Growth and Learning (OR)	Human Growth and Development	Educational Psychology	Health and Safety	Literature for Children	Teaching of Reading	Teaching of Language Arts	Teaching of Social Studies	Math 100	Teaching of Mathematics	Teaching of Science	Begin Student Teaching	Advanced Student Teaching		English		Science	Social Science	Humanities	Physical Education	Divisional Major	Service Courses	Electives
																2 Semesters		10-12	12	12	4	varies	2	
																111	112	hours	hours	hours	sem.		cour.	
Bradford, Billy	Fulfulled requirements for graduation 8/71																							
Brown, Gerald	x		x							x						x	x	x	*11	6	3	–	–	10
Boykins, Peter	x		x	x	x	x	x	x	x		x	x		x		x	x	x	6	8	1	21	–	20
Buckner, Larry	x	x			x					x						x		5	3	3	–	–	–	6
Carter, Hubert	x		x		x					x						x	x	x	x	9	–	1	1	16
Cooper, John	x		x	x	x		x		x		x					x	x	x	3	6	–	–	1	10
Dumas, James	x		x	x	x						x	x				x	x	x	9	9	–	–	1	16
Graham, Jesse	x		x		x				x	x	x	x				x	x	x	3	9	2	–	1	10
Hayes, Edward	x		x	x	x				x	x	x					x	x	x	9	9	–	3	–	10
McCallister, Bobby	x		x		x						x	x				x	x	x	6	3	–	–	–	10
Magic, Robert	x		x	x	x					x						x	x	x	9	6	–	–	–	16
McSwain, Chester	x		x	x	x					x						x	x	x	3	6	–	–	1	19
McSwain, Erven	x		x		x					x						x	x	x	3	9	–	–	1	7
Montgomery, Thomas	x		x	x	x					x	x					x	x	x	3	3	–	–	–	22
Moore, Rodney	Fulfilled requirements for graduation 5/71																							
Morgan, Curtis	x		x		x				x		x					x	x	x	6	8	–	3	1	10
Payne, Charles	x		x		x					x						x	–	x	6	6	–	–	–	10
Rutledge, Harry	x	x			x					x						x	x	5	–	3	1	–	–	6
Staton, Eddie	x		x		x					x						–	–	x	3	6	–	–	–	10
Stevens, Larry	x	x			x				x			x				x	x	5	3	3	–	–	–	6
Stone, Marvin	x		x				x	x	x		x	x				–	x	x	3	3	–	–	1	13
Taylor, Robert	x		x	x	x					x						x	–	x	6	6	–	–	–	13

x = course completed successfully

* hours completed

Project Number 71–201
Activity Number 26.6

Teacher Intern Program

Service Objective Worksheets

Objective 3

Cooperate with University of Nebraska at Omaha and the Nebraska State Rehabilitation Center to encourage the teacher interns to complete their college degree and enter the teaching profession.

Recorded below is the academic status of each teacher intern at the University of Nebraska at Omaha up to and including second semester 1971. UNO requires 125 credit hours with 2.0 grade average work for an elementary education degree. (UNO grades on 4.0 scale with 4.0=A, 3.0=B, 2.0=C, etc.)

Based on the figures below the average number of credit hours attempted by the twenty-two interns was 88. The average number of credit hours completed successfully was 75, and their average grade point earned was about 2.21.

Social Security Account Number	Credit Hours Attempted	Credit Hours Completed	Grade Point Average
308-34-5178	122	116	2.17
439-70-9697	130	116	2.30
508-50-3358	112	88	2.38
507-54-8915	69	53	1.60
176-36-7639	80	77	2.76
505-56-1159	85	69	2.03
508-42-6106	82	76	2.30
505-60-6710	98	77	2.34
505-50-2962	89	74	2.12
505-54-9312	85	85	2.17
505-54-9116	65	65	2.30
505-60-9490	82	64	1.48
508-52-4678	84	55	1.55
431-68-3510	80	68	1.88
505-50-3744		Graduated	3.86
506-54-8784	95	82	1.97
505-56-4552	67	55	1.80
505-58-3550	59	36	1.55
522-66-5818	69	43	1.43
494-50-0074	58	55	2.37
512-48-6076	108	91	2.17
505-46-4501	88	73	2.70
Total	1,937	1,649	
Group Average	88	75	2.21

Teacher Intern Program

Service Objective Worksheets

Objective 3 (continued)

The first two graduates of this program have received teaching contracts for the fall 1971 school year. They both have fulfilled the requirements for an elementary education degree and will receive assignments in an Omaha "inner city" school. The intercommunication on the following page verifies the employment of these two men.

All interns received paid tuition, books, and medical expenses (subsistence) during the 1970-71 year. Most of the expenses were paid by the Nebraska State Rehabilitation Center; however, some received expenses from the Veterans Administration.

In order to receive these benefits they were expected to maintain a "C" average and send in periodic status reports. The center, along with the University of Nebraska at Omaha, also extended counseling services to the interns.

OMAHA PUBLIC SCHOOLS
INTERCOMMUNICATION

To: Dr. Lloyd Texley, Title 1 Evaluation
From: William Langdon, Personnel Department
Date: July 13, 1971
Subject: Employment of Teacher Interns

In response to your inquiry of July 12, 1971, please accept this letter as verification that Mr. Billy Bradford and Mr. Rodney Moore have been contracted as fully certificated teachers for the 1971-72 school year in the Omaha Public Schools.

These two men have been a part of the Teacher Intern program in the Omaha schools and have now completed their educational preparation in order to be teachers.

If you have any further need of more information, please do not hesitate to contact this office.

WKL/mr

Project Read

&

Project Math

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.7

$60,214.00

Project Read & Project Math
Service Objective Worksheets

Project Number 71–201
Activity Number 26.7

Objective 1

Combine scientifically developed textbooks and teaching aids developed at Behavioral Research Laboratories.

During the 1970-71 term the Omaha Public Schools participated in *Project Read and Math* as developed by the Behavioral Research Laboratories of Palo Alto, California. Learning materials and specific teaching methodology were produced by this organization.

The programmed materials of the program were examined by twenty-five individuals on the professional staff during the school year of 1969-70. As a result of this study, the materials were utilized at Lothrop Elementary and Horace Mann Junior High Schools.

The program involved a pre-testing of every child at the beginning of the year to ascertain placement within the five series of books. Since the content within each book was programmed and highly individualized, a child proceeded at his own speed.

Periodic testing within each booklet gave the child the knowledge of whether he was learning the material. If a weakness was indicated in a certain area, another series of programmed learning was available. Since each child progressed at his own rate, success was related to a specific child and not to the class as a whole.

The instructional materials used in the Sullivan Reading and Mathematics pilot program are alike in organization, although they are different in content.

The basic reading materials include scientifically developed books, tests, and other classroom teaching materials sequenced to lift the child from the non-reader status to that of a good reader. The mathematics materials likewise were developed to impart basic operational skills.

The following descriptions indicate the kinds of textbooks and teaching aides that were developed by BRL and used for Project "Read and Math" in the pilot program implemented at Lothrop Elementary and Horace Mann Junior High Schools.

PROJECT READ Materials

Readiness in Language Arts-teacher-directed program. This part of the program involved the demonstration "Giant Book" used on an easel in front of the class with all student responses given orally. Children

Project Read & Project Math
Service Objective Worksheets

Objective 1 (continued)

at this stage were first taught the most basic concepts: directions, spatial relations, and color. Then, step-by-step, they were introduced to the alphabet and letter sounds. At the end of the program the children were reading not by memorizing the words, but by understanding the sound-symbol relationships of English.

The *Readiness Enrichment Kit* that accompanied Readiness in Language Arts contained coloring books, full color enrichment cards, letter cards, and word cards. "I Can Read" was a series of readers that the children actually read at that stage of their learning. These materials expanded the concepts introduced in the Giant Books and provided varied, supplemental materials as reinforcement.

The *Sullivan Decoding Kit* contained sound-symbol cards, teacher letter cards, student letter cards, word cards, alphabet chart, and a teacher's manual. Each unit of the kit was designed to facilitate the student's language decoding ability through specific interactions with the teacher. The kit was precisely correlated with the four books of Reading Readiness.

The kit gave students a thorough understanding of the decoding process. It enabled them to decode the English sound-symbol relationships, while developing precision in word discrimination and improving their vocabulary.

Word and comprehension exercises were included in the "Project Read" program. These exercises continued the diagnostic check on student progress and added to the child's experience in taking standardized tests.

Reading Readiness included four textbooks which helped prepare a beginning student who already knew some basic concepts for work in the "Project Read" program.

At the end of Book A, the student had learned to read and spell thirty-three words, built on a firm foundation of words with regular sound-symbol relationships. Book B had the student beginning to work individually at his own rate of speed, and introduced two new letters and eight new words. Book C reviewed what he had learned in the previous books and gave him eight new letters and thirty-six new words. Book D was the first book in which words were combined to form syntactic patterns, starting with a simple article-noun phrase pattern and gradually building toward more complex patterns.

The *BRL/Sullivan Reading* Program was made up of twenty textbooks and ninety-two correlated readers. The programmed textbooks performed a decoding process for the student, training him in the elements of our language.

Project Read & Project Math
Service Objective Worksheets

Objective 1 (continued)

At the end of Series 1 (Textbooks 1, 2, 3, and 4) the student had a perfect familiarity with the short vowels, the individual consonants. He had a spelling and writing vocabulary of 750 words, and his knowledge of English sound-letter relationships permitted him to use thousands of other regular words.

Following logically and sequentially from Series 1 were Series II, III, IV, and V, sixteen additional books in which the complexity of the sound-symbol relationship was gradually increased. Irregular and poly-syllabic words and more complex sentences were introduced. The student received intensive training after each new step was taken, so he was always confident as he moved ahead. Correlated supplementary readers gave him the opportunity to use his new skills to read whole books.

PROJECT MATH Materials

The mathematics materials included a readiness program, a placement examination and thirty-seven programmed textbooks with a final examination at the end of each book.

The Readiness in Math materials arrived in their own 21 x 25 inch box which contained a giant demonstration book, a metal easel, nine number cards, a number chart, and two manuals which detailed all necessary teacher and student behavior.

The following chart shows the summary of contents within each of the thirty-seven programmed textbooks:

Levels	Sullivan Programmed Texts	Summary of Contents
I	1-7	Add to 10 Sub to 10 Intro 0
II	8-14	Add up to 9 3 digit numbers Subtract 2 digit numbers
III	15-22	Regrouping Addition & Subtraction
IV	23-26	Multiplication
V	27-30 (Modern Math started for good readers)	Division

Project Read & Project Math
Service Objective Worksheet

Objective 1 (continued)

Levels	Sullivan Programmed Texts	Summary of Contents
VI	31-34	Fractions
VII	35-37	Decimals Percents
VIII	Modern Math Series I	
IX	Modern Math Series II	

Project Number 71–201
Activity Number 26.7

Project Read & Project Math
Service Objective Worksheet

Objective 2

Provide pre-service and in-service training programs for teachers and administrators under the direction of consultants from Behavioral Research Laboratories.

Pre-service, in-service and follow-through training programs were as important to the program as the teaching materials.

Advance information, training manuals and pre-service sessions for teachers and administrators oriented key personnel to "Project Read's" methods and materials. When materials were introduced to students in the classroom, Behavioral Research Laboratories consultants were present to assist.

Consultants were assigned to work with the school system's administrators, teachers, paraprofessionals, community workers and parents in developing a practical, well-rounded educational operation.

A BRL consultant and several assistants also set up a pre-service training to review the materials with teachers and supervisory staff. Each of the materials to be used was discussed in detail. Discussion also covered the theoretical basis of the materials: why they were appropriate for children who had not been achieving adequately in reading, and what attitudes were necessary for the overall success of the program. This unique approach helped insure the successful and economical use of the materials.

Project Read & Project Math
Service Objective Worksheets

Objective 3

Plan parent-community involvement with help from the consultants of Behavioral Research Laboratories.

The school, home and community were linked into the design of this program. This combination gave reinforcement to the child's total learning experience.

The student's sense of achievement from his work in the program was heightened by his parent's understanding and participation, which was encouraged and guided. The parent was made more aware of what the school system and its staff were attempting to do.

Community involvement was an important phase of Project "Read and Math." This was accomplished by demonstrations and talks at PTA meetings, an open classroom policy, brochures for parents and the community, articles in the public press, face-to-face meetings with parents and a volunteer program. Written material was developed to help explain the BRL program to parents and patrons of the school.

Project Number 71–201
Activity Number 26.7

Project Read & Project Math
Service Objective Worksheets

The following is test and placement data supporting the Behavioral Research Laboratory's "Read and Math" program.

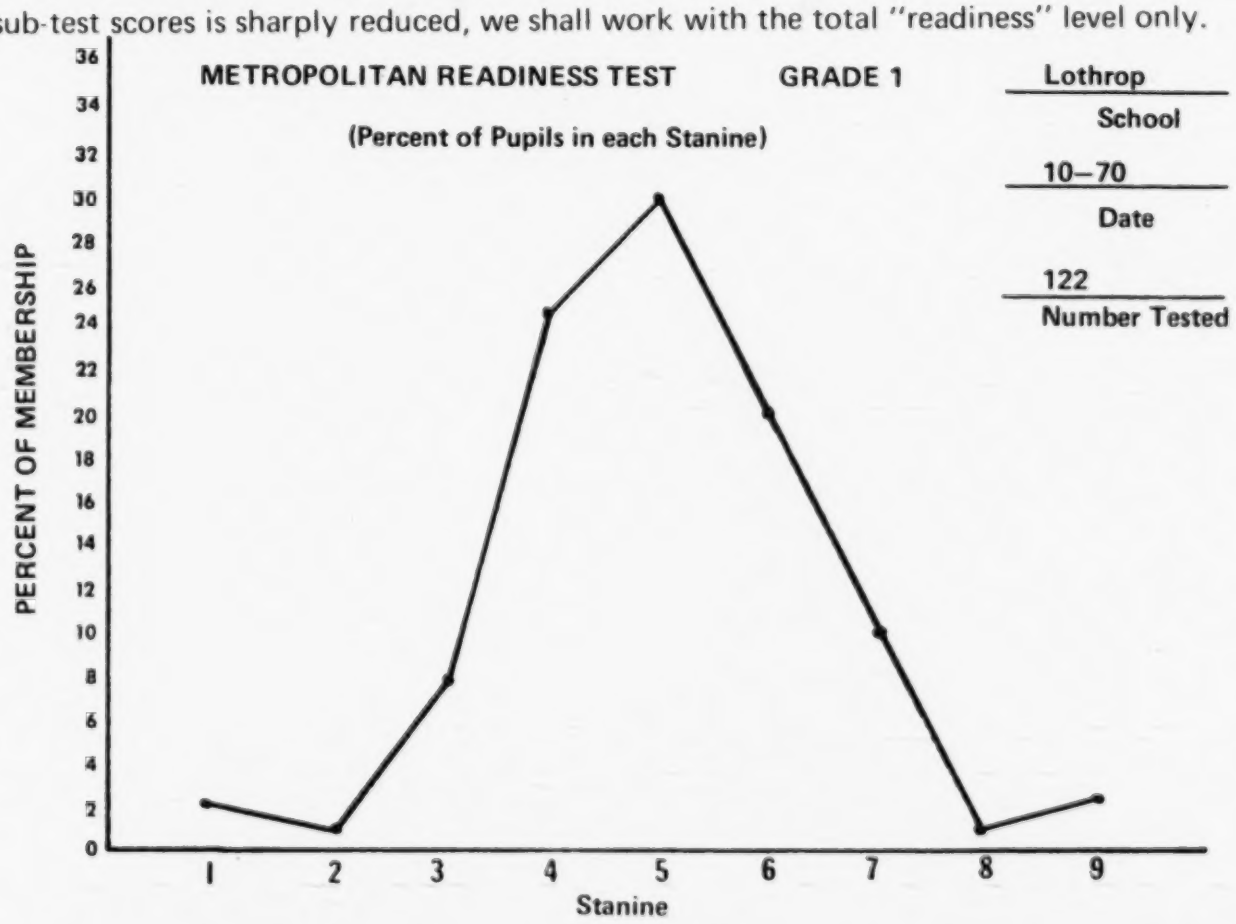
Grade one

The students included in this compilation are those who completed the Metropolitan Readiness Test in Sept., 1970, and the Metropolitan Achievement test Form F, Primary Battery I in April, 1971.

This data makes it possible for us to review the status of the group with respect to its readiness in the fall and its accomplishment in terms of achievement in the areas of word analysis, total reading and total mathematics in the spring. We will also review the progress of the group in terms of average books completed in the project.

It is interesting to note that the October, 1970, membership for grade one at Lothrop school was 137. In May, 1971, the membership also stood at 137; however, only 98 students who began the program in the fall were present in May when this data was collected.

The average raw score in the Metropolitan Readiness Test (MRT), converted by a table, indicates that this group stood at the fifty first percentile, mid "C" readiness level or stanine five. Since the validity of sub-test scores is sharply reduced, we shall work with the total "readiness" level only.



The above graph shows the distribution of all 122 students who took the readiness test at Lothrop School in September, 1970. It is noted that approximately 73% of the children were reported to be in stanines 4,5, and 6 at the time of testing.

87

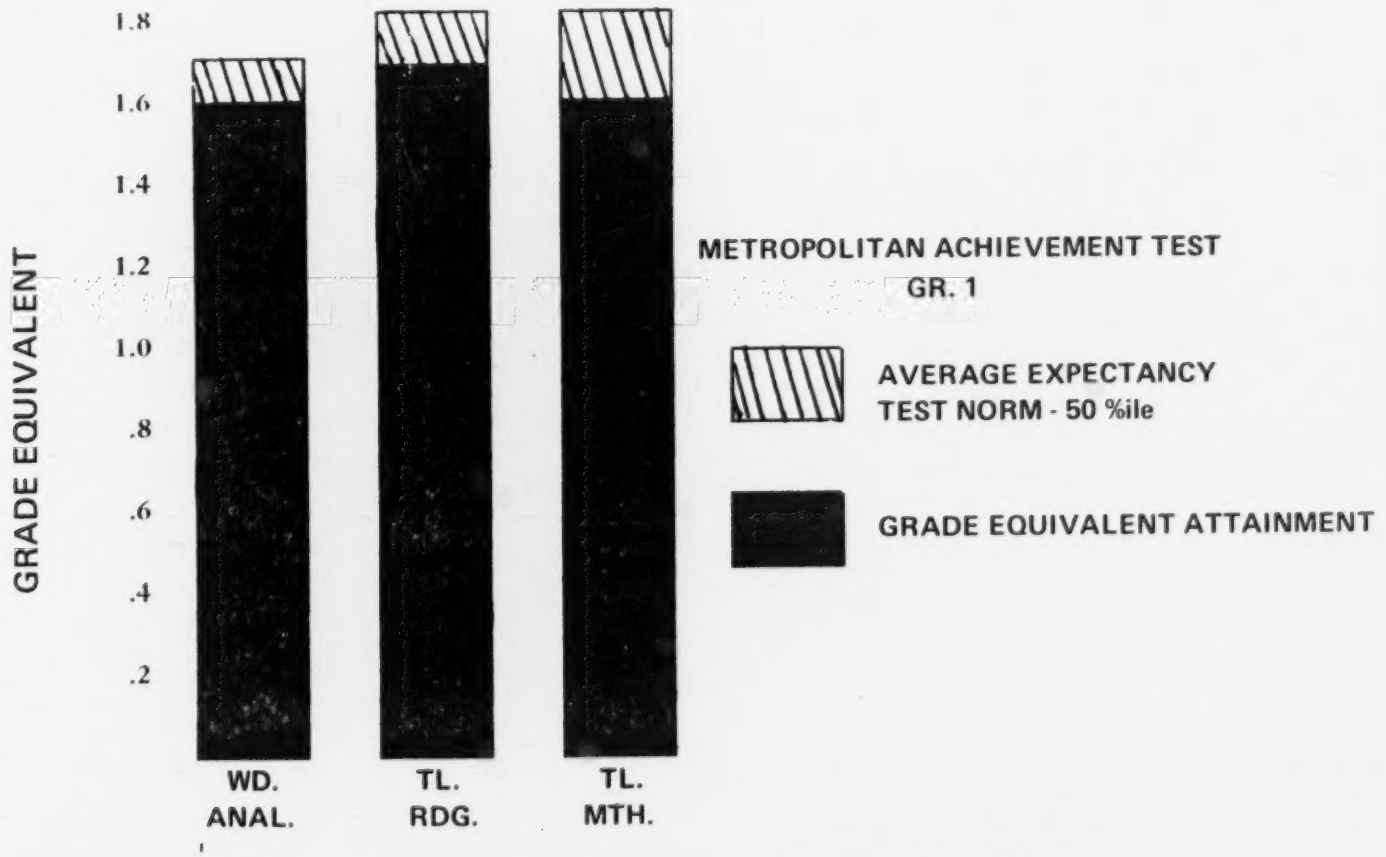
Project Read & Project Math
Service Objective Worksheets

During the week of April 26, 1971, all Omaha Public School students in grade one participated in the City-wide testing program, using the Metropolitan Achievement Test (MAT), Form F, Primary Battery 1, 1970 edition.

The information related below on the MAT was obtained at the school before the test data sheets were submitted to Data Processing for scoring and processing. When the run of the MAT grade one is made, we shall attempt to make comparisons of achievement levels reported for other Title I area schools.

The grade equivalent scores attained by this group fell just below the average grade equivalent expectancy levels (50 %ile) on the standardized table of national norms.

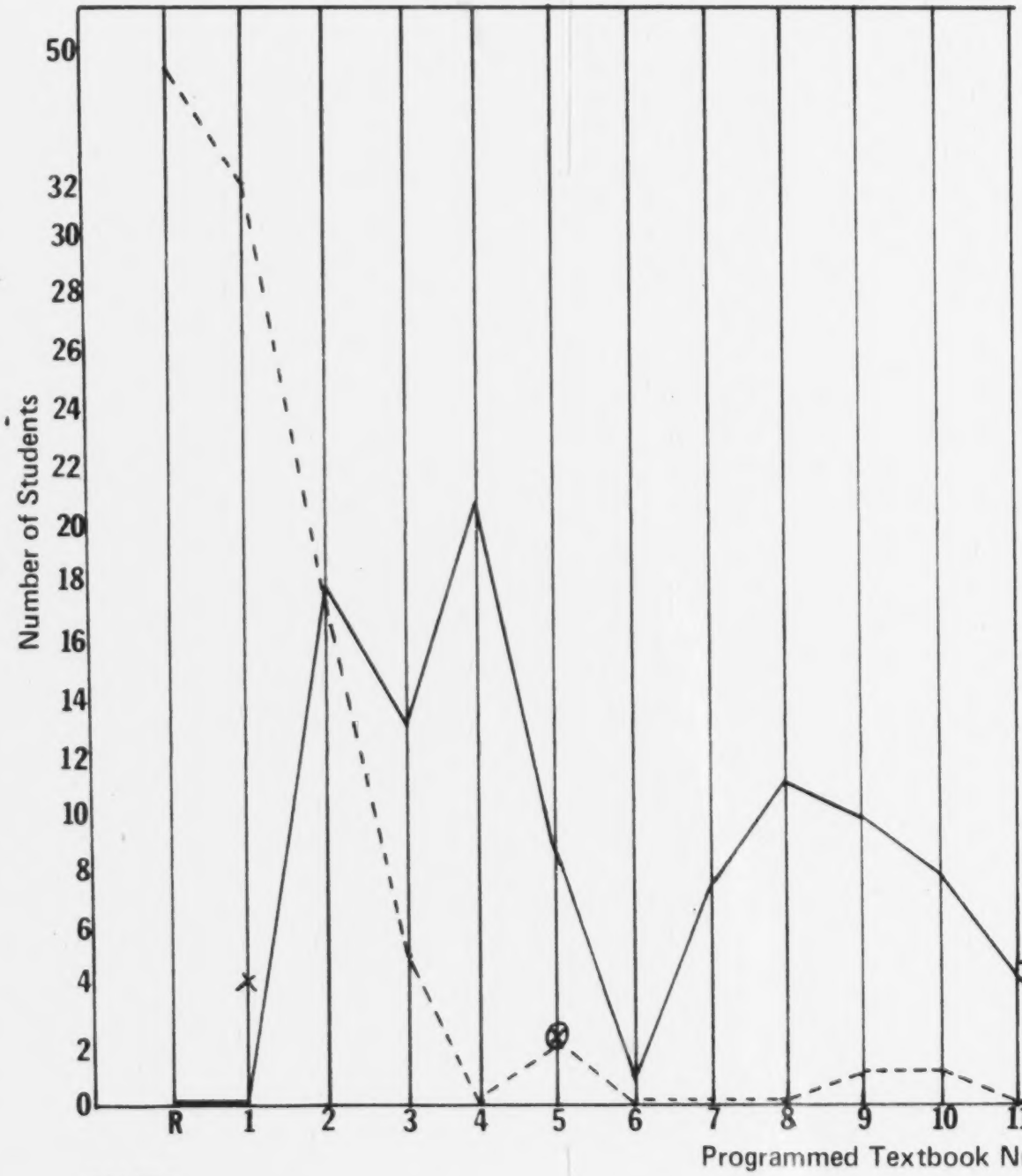
As stated earlier this group stood at the 51 %ile on the Metropolitan Readiness Test in September, 1970.



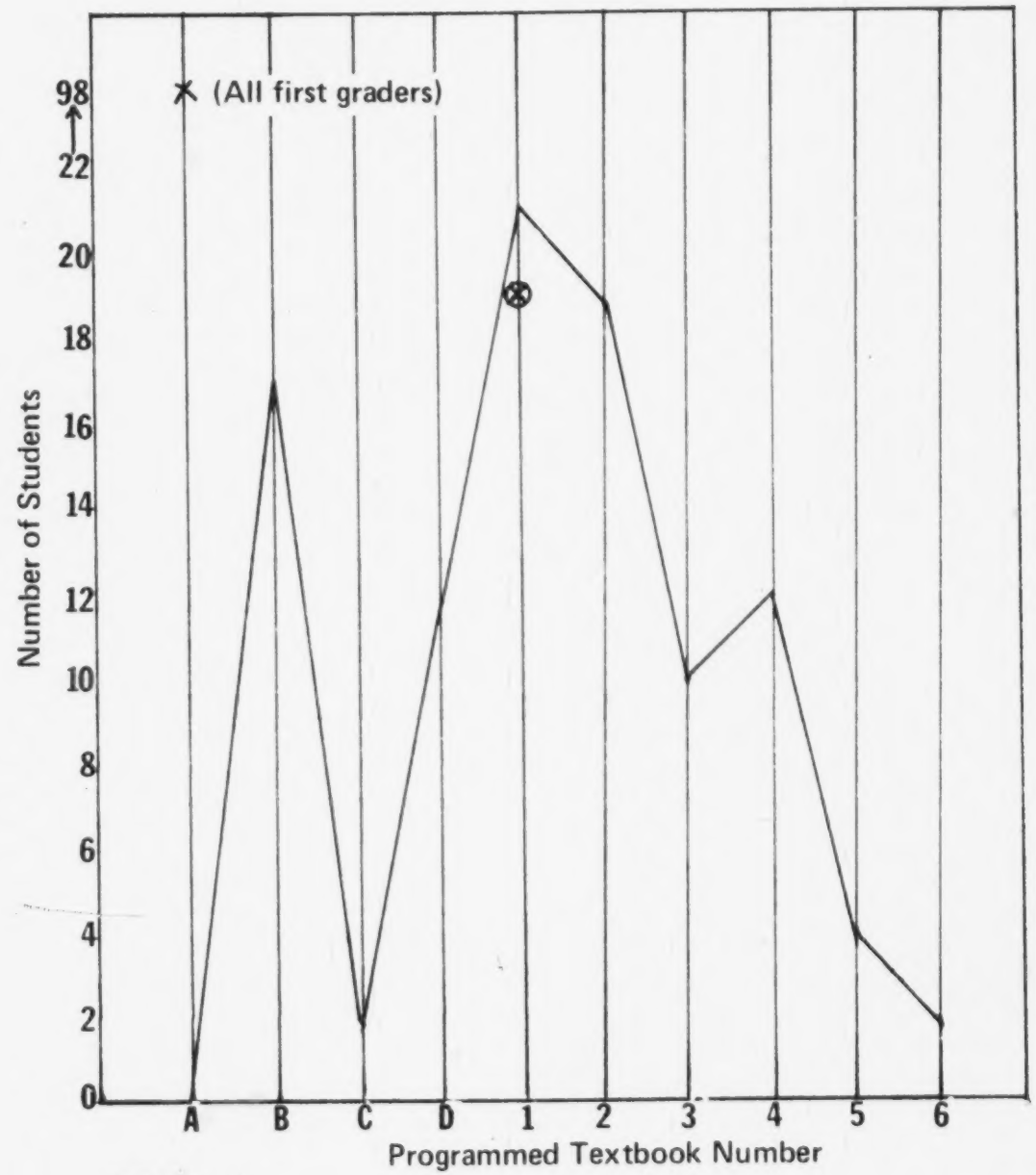
The chart on the succeeding page indicates the book placement of grade one students in the "Math and Read" programs. An average of 5.9 math books were completed by the students during the course of the program through the first of May. The median fell in Book Five. Three students completed work through Book Eighteen. It was interesting to note that they were six books ahead

"Read" & "Math" Program—Lothrop School—Book Placement

Grade 1



MATH



READ

November Placement---(x—Median)

May Placement_____(⊗—Median)

of their closest classmates, who were working in books Eleven and Twelve.

In the "Read" program all students in grade one placed in the "A" book of the "BRL" readiness material at the beginning of the program in November. An accompanying chart indicates the movement in the program in terms of books read for the 98 children continuing throughout the year. The median book at the beginning of May in which the children were working was Book One. Two youngsters had accomplished the series through Book Six.

Grade two

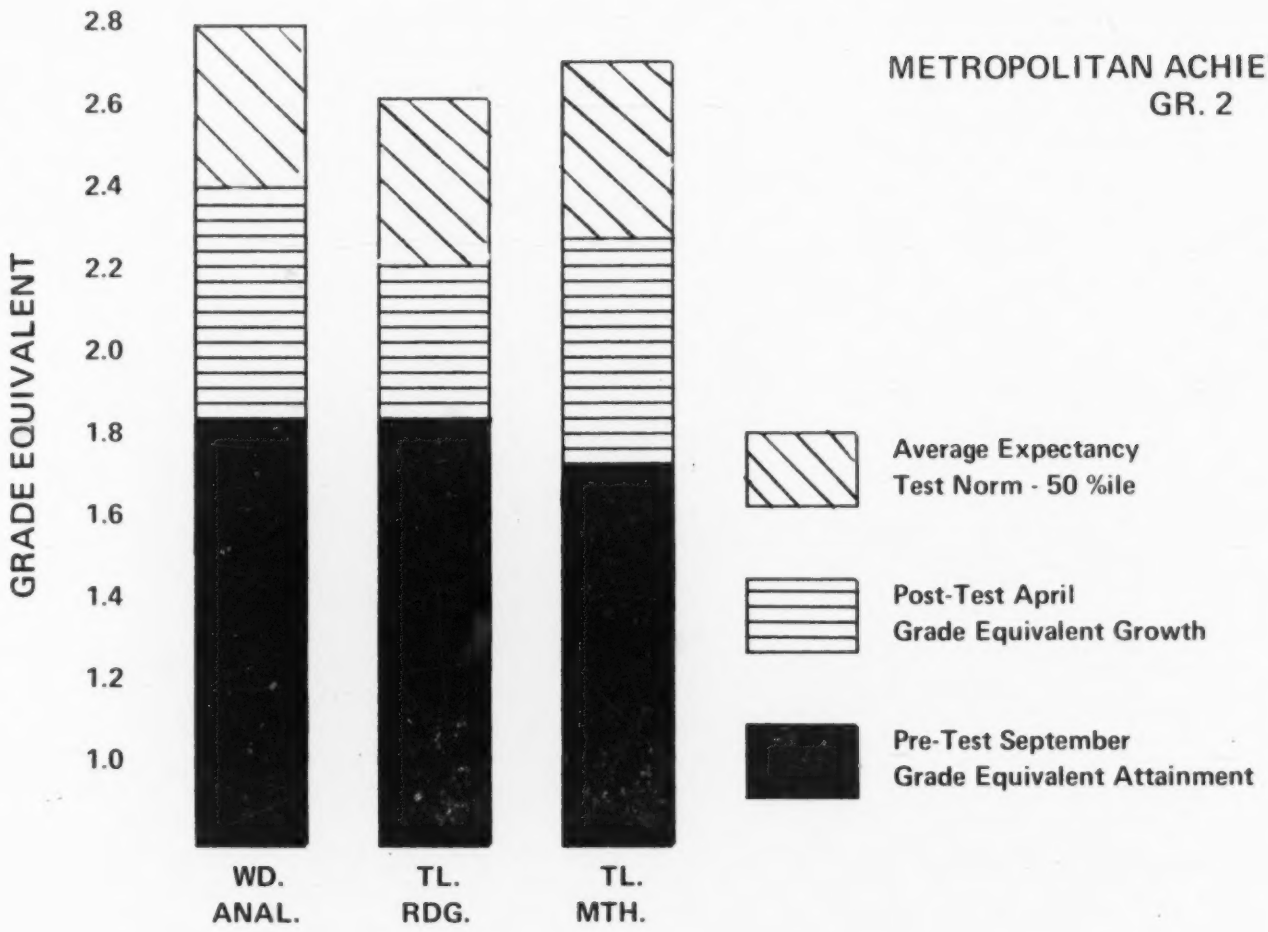
Test scores for eighty-eight second grade students at Lothrop were also examined to provide data for measuring the impact of Project "Read and Math" on this grade.

As part of the regular Title I pre-post testing program, these students completed two versions of the Metropolitan Achievement Test (MAT), Form F, Primary I was administered in September, 1970, and Form F, Primary II was given in April, 1971.

The results of the word analysis, total reading and total mathematics sections of these two tests were reviewed. The school attendance record for this group was favorable showing 93% overall attendance.

The following graph indicates the grade equivalent growth made on the basis of the two Metropolitan Achievement Tests.

Project Read & Project Math
Service Objective Worksheets

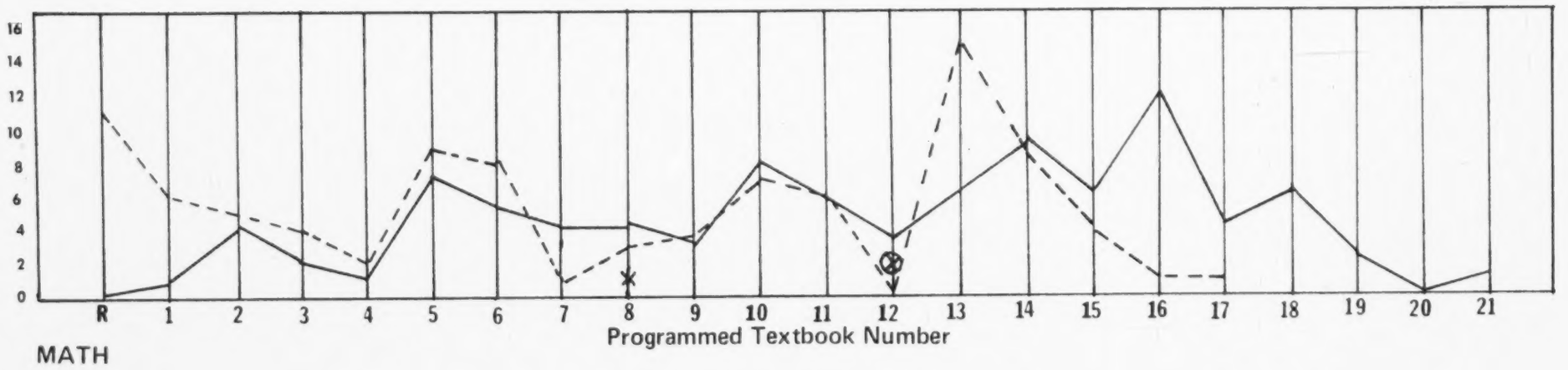


Progress was also shown on the basis of the average number of project books completed. In the "Read" component of the program the average number of books completed by the eighty-eight students was 5.6 books. The progress for the "Math" segment was 4.7 books.

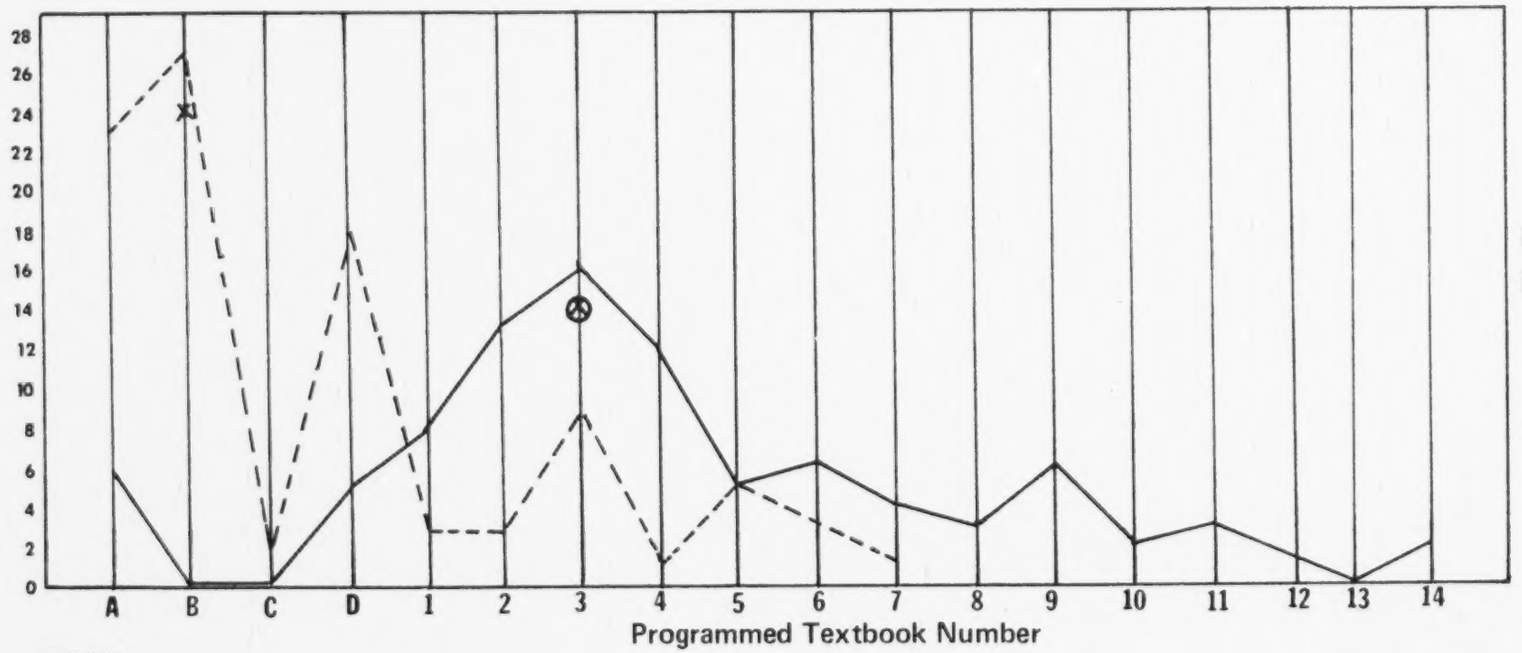
The chart on the following page shows the book placement of grade two for the "Read & Math" program. "Math" and "Read" book placement graphs for all remaining grades are summarized for examination. These graphs include median placement for the group at the beginning of the program in November and the median placement during the first week in May.

"Read" & "Math" Program—Lothrop School—Book Placement

Grade 2



MATH



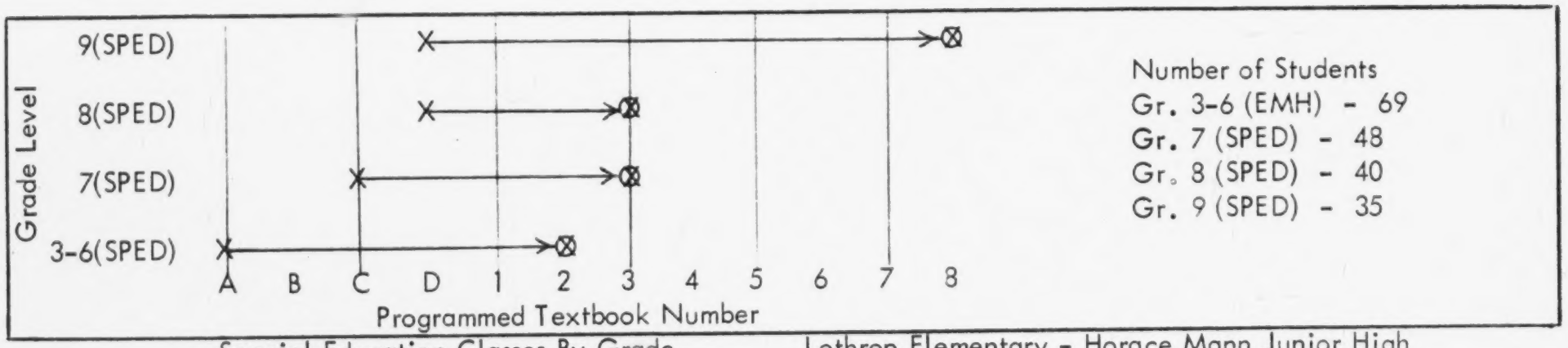
READ

Number of Students

November Placement-----(x—Medi

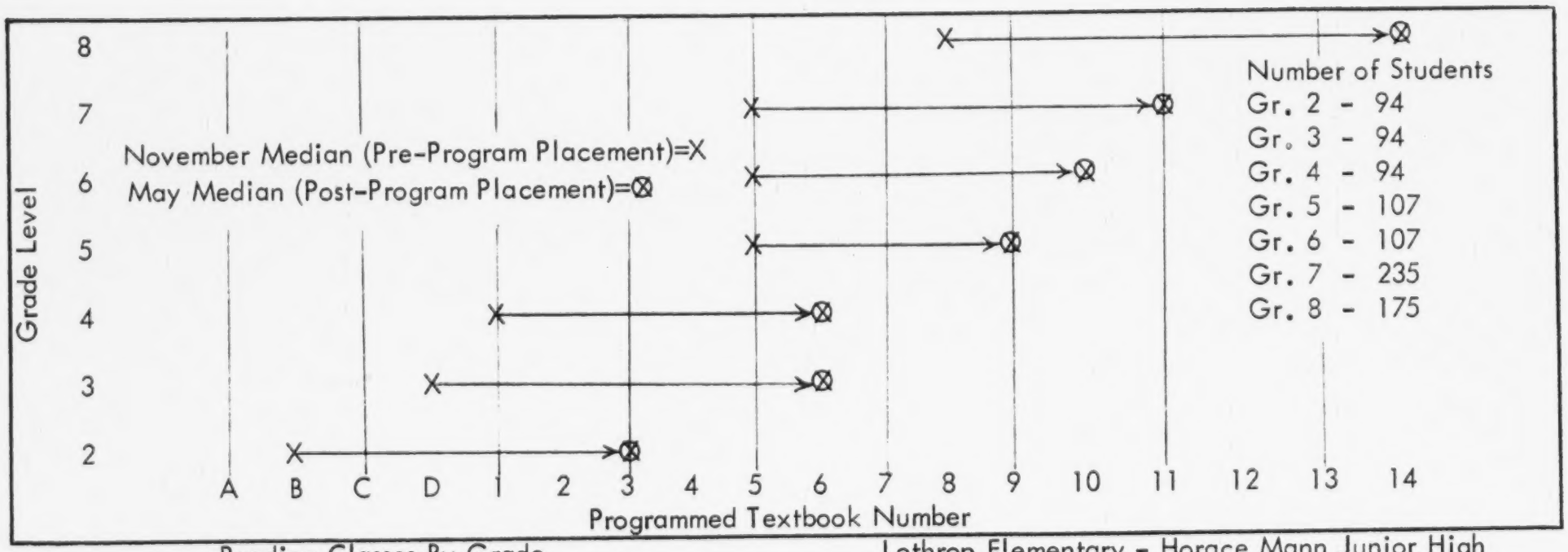
May Placement_____(⊗—Medi

PROJECT "READ" - PRE-POST BOOK PLACEMENT BY GRADE GROUPS 1070-71



Special Education Classes By Grade

Lothrop Elementary - Horace Mann Junior High



Reading Classes By Grade

Lothrop Elementary - Horace Mann Junior High

Project Read & Project Math
Service Objective Worksheets

Grades two and three (Botel Reading Inventory)

The "Botel Phonics Mastery Inventory" provided information relative to the development of performance skills in the area of phonics. The results of this inventory were recorded for each child at Lothrop School. The performance of students in grades two and three was included for comparative purposes, although no statistical analysis was done. At Lothrop School, eighty-eight second graders and eighty-seven third graders were measured by the "Inventory" all three months, September, January and May. Data were used for these students only.

A study of the charts showed that in September, 1970, seventy-one percent of the consonant sound items were correctly responded to by the eighty-seven second graders at Lothrop School. In May the same students responded correctly eighty-four percent of the time, an increase in performance of thirteen percent.

It was also observed that these students responded correctly thirty-nine percent of the time in September, 1970, and sixty-five percent in May, 1971, to the nineteen items in the category of consonant blends. Other categories showed similar changes from September to May.

The average number of rhyming words given by students in response to the four supplied by the "Inventory" changed from 3.6 to 6.5 for grade two, and from 6.4 to 10.9 for grade three.

Although there was a different student group in grade three, the growth pattern in phonics as measured by this inventory was continued. The more difficult skills show a lesser proficiency. The "plateau" or flattening of the curve at the fifty-five percent level shown by grade three in "other vowels," is a signal that this category requires increased attention to ultimately raise it to an acceptable group level of eighty-five to ninety percent.

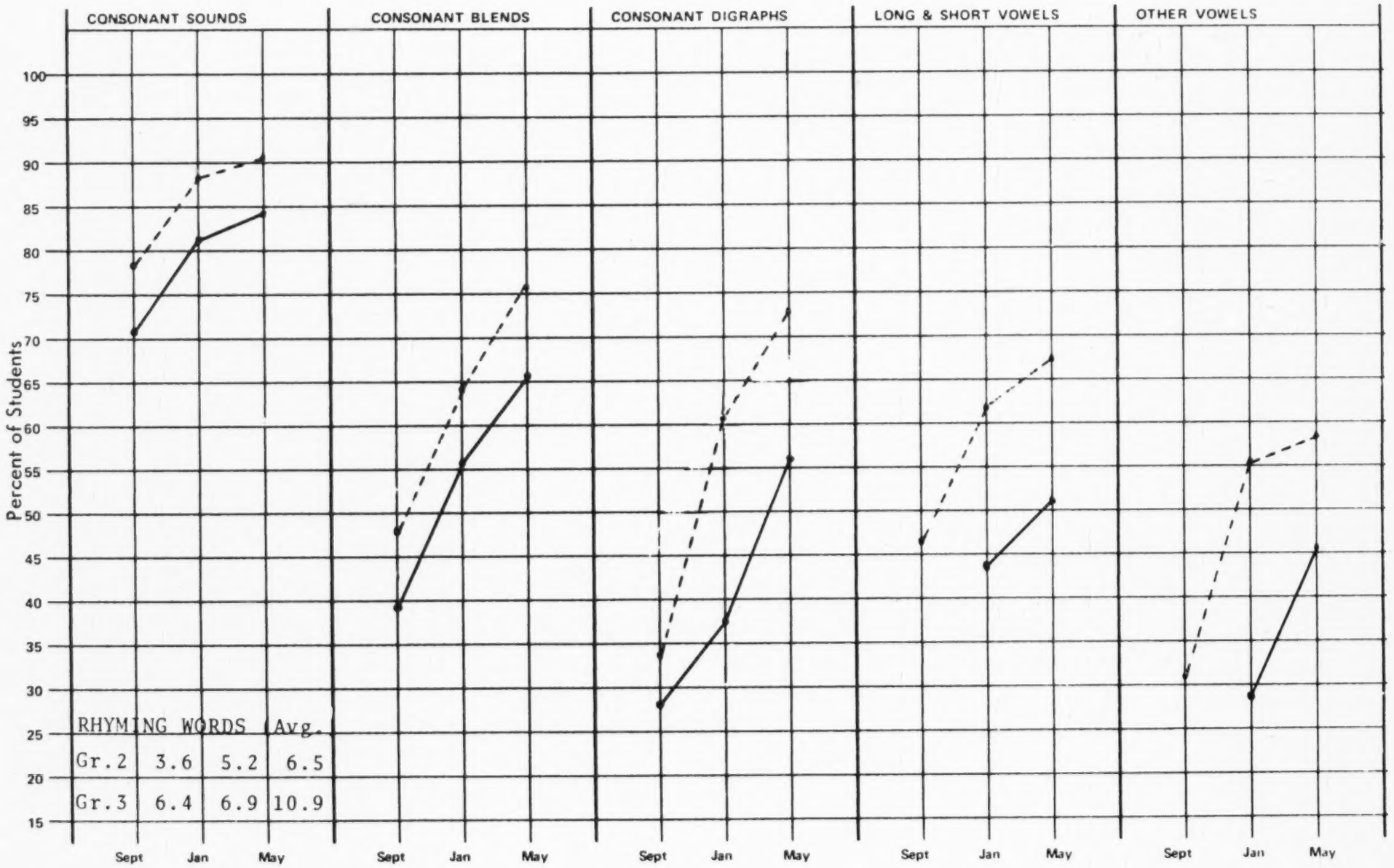
BOTEL PHONICS MASTERY INVENTORY
SUMMARY CHART

LOTHROP ELEMENTARY — School – Name

074 — Number

Grade 2 N=88
Grade 3 N=87
Grade

1970-71 — Date



RHYMING WORDS			Avg.
Gr.2	3.6	5.2	6.5
Gr.3	6.4	6.9	10.9

Project Read & Project Math
Service Objective Worksheets

Project Number 71–201
Activity Number 26.7

Grades seven and eight

In an effort to measure the impact of Project "Read" at the junior high level, the Henmon-Nelson Test was administered to seventh and eighth grade students at Horace Mann Junior High School who participated in the program. The test was given to 231 seventh graders and 199 eighth graders on a pre-post test basis. All changes indicated below occurred during the four month instructional period from November to March.

Grade seven

The September pre-test on the Henmon-Nelson for seventh graders participating in Project "Read" at Horace Mann showed a grade equivalent composite of 5.7. In March the Henmon-Nelson was again administered to the seventh graders who had remained in the program. The grade equivalent composite at this time was 6.6, reflecting a +.93 grade equivalent change between pre and post testing dates for the seventh grade.

Grade eight

The September pre-test for eighth graders participating in Project "Read" resulted in a grade equivalent composite of 6.14. The March post-test score for the group was 7.05, indicating a +.91 grade equivalent change between pre and post testing dates for the eighth grade.

The preceding information is shown graphically in the following table:

	N	Sept.	March	Change
Seventh	*231*	*5.7*	*6.6*	*+.93*
Eighth	*199*	*6.14*	*7.05*	*+.91*

Special Education (SPED)

Special education students at Horace Mann were also tested on the Henmon-Nelson on a pre-post test basis. Forty-two seventh graders, thirty-six eighth graders and thirty-one ninth graders participating in Project "Read" took the test.

Project Read & Project Math
Service Objective Worksheets

Grade seven (SPED)

A grade equivalent change of .02 was shown by the forty-two seventh grade special education students participating in Project "Read". This group showed a composite grade equivalent in September of 2.98. On the post-test administered in March the composite grade equivalent for the group was 3.00.

Grade eight (SPED)

Eighth grade special education students dropped from a September composite grade equivalent of 3.46 to a March score of 3.38. The change reflects a change —.08 between the two tests.

Grade nine (SPED)

The highest gain for special education classes was made by ninth grade students. At the beginning of Project "Read" in September, they showed a composite grade equivalent score of 4.24. In March, the thirty-one ninth graders remaining in Project "Read" showed a score of 4.61, reflecting a grade equivalent change of .37. The table below shows the changes made for the three special education grades at Horace Mann on the basis of the Henmon-Nelson.

SPED

	N	September	March	Change
Seventh	*42*	*2.98*	*3.00*	*+.02*
Eighth	*36*	*3.46*	*2.38*	*—.08*
Ninth	*31*	*4.24*	*4.61*	*+.37*

The following observations attempt to justify the changes made by special education students on the Henmon-Nelson with reference to Project "Read".

1. While the basic program design of Project "Read" is adaptable to SPED groups, continued attention to content seems to be necessary.
2. The Henmon-Nelson Test, designed primarily for regular classroom groups, is not well adapted to SPED students.
3. Despite the minimal changes shown, supervisors and teachers felt that the impact of Project "Read" on SPED classes was significant.

Findings, therefore, for the special education classes on the basis of the Henmon-Nelson are inconclusive. However, comments such as the ones revealed below indicate that Project "Read" was a successful instructional method for teaching SPED students.

The chairman of the SPED Department at Horace Mann Junior High felt that growth had taken place not only in vocabulary and reading comprehension but also in spelling. She said that the encouragement these students receive from being successful and seeing 90's and 100's in their scoring slots is an immeasurable motivator.

One of the special education teachers at Horace Mann said, "I have never seen our students respond so consistently to academic material. They would work in the program all day, every day if given the opportunity. I can't emphasize enough the overwhelming success of the program in our class."

"Being in special education," comments another teacher, "our students have experienced a great deal of failure in reading. For a change, this program gave them more success than failure." Another teacher said, "Pupils were enthusiastic because of the immediate success they realize. The variety of materials and the individualized method of instruction gave youngsters a relief from teacher-directed activities."

Summary

The BRL program is a systematic approach to reading. One in which the student can establish a day-by-day pattern of "success." It also provided for a consistent level of support of individual pupils by the teacher. In some cases, however, it was noted that the content appeared to have a demeaning effect on the self-concepts of the younger children involved in the program.

At grade one the Metropolitan Achievement Test indicated an achievement level slightly below the 50 %ile test norm of a national sample. The distribution of youngsters in the program textbooks indicates the degree to which the instruction was individualized.

At grade two we saw a positive shift in word analysis skills which might not be expected without these materials. Reading comprehension appeared to be low and was variously reported to be outside the design of the program and in need of other instructional input. The chart showing the book placement of second graders at the beginning and end of the program indicated a shift in the median from Book B to Book 3. The content of each book is outlined on a leaflet supplied by the publisher. Book placement for other classes is also included.

Project Read & Project Math
Service Objective Worksheets

Shifts in performance levels in several sections of the Botel Phonics Mastery Inventory were displayed. Second graders showed a consistent shift in performance levels. Growth also appeared for third graders, a second population, however, this group entered the year at levels lower than anticipated and showed a tendency to level off prematurely.

An attempt to show the impact of the "Read and Math" program on the basis of the Iowa Test of Basic skills at grades 3, 4, 5, and 6 was unproductive. This group survey instrument did not appear to directly measure the instructional input of the program.

Grades seven and eight showed grade equivalent shifts in reading of .93 and .91 respectively on the Henmon-Nelson Test.

Data pertaining to the use of this program with special education students did not show the changes in reading performance observed by the classroom teachers. The "success" motif of the program appeared to generate an enthusiasm in the students not apparent on the reading tests.

Conclusion

It is recommended that the program be continued for another year to measure the impact of a year long input.

Kindergarten Language Development Program

PROJECT NUMBER 71-201
ACTIVITY NUMBER 26.8

$29,710.00

Project Number 71–201
Activity Number 26.8

Kindergarten Language Development Program

Performance Objective Worksheet

Objective 1

Prepare a listing of instructional objectives for the program.

The specific objectives of this program were developed in three areas:

(1) The understanding and use of the language of instruction through development of selected skills;

(2) Auditory and visual perception;

(3) Conceptual development.

A. Specific objectives in language include development of the following:
   1. Statements of identity
   2. Negative statements
   3. Naming vocabulary
   4. Understanding and use of:
      prepositions
      pronouns
      verbs: tense, action statements
   5. Classification: food, vehicles, containers, animals, buildings, clothing, plants, furniture, tool,
   6. Polars (opposites) appliances
   7. Mulitple attributes
   8. Parts of an object
   9. Color, patterns, shapes

B. Objectives in perception included:
   1. Recognizing sequential arrangement
   2. Sorting and classifying by shape, color, design, pattern, size, number
   3. Visual memory in responding to pattern, design, etc.
   4. Discriminating sounds
   5. Discriminating forms
   6. Identifying alphabet letters by name

C. Conceptual development:
   1. Self (parts of the body)
   2. Parts of the whole
   3. Concepts of size, color, shape, pattern, quantity
   4. Locations: Rooms in the home
      Places in the neighborhood
      Park; Zoo; Jungle
      City – Farm
      Ocean; beach
      Forest
      Sky

Kindergarten Language Development Program
Performance Objective Worksheet

Objective 2

Organize in-service to assist teachers in understanding objectives, and in using various resources, materials, and in understanding the instructional models which may be applied to several skill areas.

The in-service program of this project model include the elements reviewed below.

A. Diagnosis (study of the child)

The diagnosis component of the program was introduced to teachers in a group session. At this time the objectives of the program developed in objective one of this report, were discussed. Techniques for diagnosing the needs of individual students through day by day observation and through organized procedures to determine the child's level of language development were presented.

B. Reaction Formulation

Teachers were given help in understanding:

1. How the materials were related to the instructional objectives.
2. Classroom organization to facilitate individualization.
3. How games can support and reinforce skills being developed.
4. How independent activities would allow practice of specific skills and development by following a sequence of increasing difficulty.

C. Instructional Materials and Programs

1. *Distar Language 1*, Science Research Associates. This program was the basic language development model. It focuses on understanding and use of the language of instruction. It is made up of a series of specific concepts and language operations to be taught. It has a high degree of structure and consistency and provides a maximum of positive reinforcement.
2. *Bank Street Early Childhood Discovery Materials*; Macmillan Company. The large folding pictures and materials related to the units were used to foster a more informal approach to the development of *vocabulary language structures* and *language concepts*.
3. *Visual Perception Kit*; Omaha Public Schools. The materials in this kit were used to reinforce the visual perceptual skills. Other supporting material included the Ginn Kit "A," Language and Concept Development; Ginn Kit "B," and the Auditory Perception Kit.
4. *Games*; Bank Street games and activity materials related to the objectives of the program were used extensively.
5. *Teacher-made Materials*; examples of this type of activity are shown in the manual for the Visual Perceptual Kit. Each activity was tied to specific instructional objectives.
6. *Independent Activities*; During the work period children engaged in many independent activities including the materials provided in the visual perception kit. Teachers kept records of each pupils progress in moving through the steps of increasing skills difficulty in the use of the materials and development of the skill.

Kindergarten Language Development Program
Performance Objective Worksheet

Objective 2 (continued)

D. Workshops and Meetings
   1. Training sessions for the implementation of the Distar Program included:
      a. Full day orientation workshops with publisher consultants designed to teach specific techniques to all Title I kindergarten teachers.
      b. Follow up meeting with the consultants.
      c. A consultant from the publisher returned in the spring to re-demonstrate techniques.
   2. Teachers in this project attended a series of workshop sessions to assemble a kit of materials for developing visual perception and related language skills. This kit contained materials for meeting the following specific objectives.
      a. Following directions
      b. Concepts and words for directions
      c. Identifying and naming right and left
      d. Recognizing and naming colors
      e. Categorizing by shape and design
      f. Identifying letters by name
   3. An in-service session was held to explain the use of a handbook which accompanied the *Visual Perception Kit*.

E. Presentation of a Psycho-Motor Model for Instruction

As part of the in-service program, this model was outlined for teachers in the *Visual Perception Guide* and the steps were demonstrated in individual classrooms by the educational supervisor. The steps explained were:

1. Matching: Pupil indicates matching items
2. Selection: Selects correct item when name is given
3. Identity: Remembers and selects item from several and names it
4. Reproduction: Can reproduce item shown, or remembers and reproduces the item
5. Habituation: Has had enough practice to react quickly in perception of the item

This model was applied to the teaching of the alphabet, numbers, auditory and visual perception of consonants, etc.

Project Number 71–201
Activity Number 26.8

Kindergarten Language Development Program
Performance Objective Worksheet

Objective 3

Evaluate the program in terms of pupil performance in selected areas.

In order to evaluate the effectiveness of the Kindergarten Language Development Program (KLDP), two groups of students were selected for compaison on the basis of two tests.

One group (experimental), comprised of kindergarten students from Title I schools, represented those students who had been involved in the KLDP throughout the year.

The second group (control), consisting of kindergarten students from similar schools in the Non-Title I area, represented those students who had *not* participated in the KLDP.

Both the participating experiemental group and the non-participating control group were tested on the Kindergarten Test of Motor Maturity and the Individual Language Skill Test to measure the input of the Kindergarten Language Development Program.

To insure the reliability of the test results students were matched on the basis of the following criteria.

1. Factors of the disadvantaged
   a. Income level – poverty guide line
   b. Educational level of parent – less than high school
   c. Minority group
2. Age
3. Ability level (children with average potential only were selected)
4. Sex
5. Intactness of the home

A description of the two instruments administered in June, 1971, to both the experimental and control groups follows.

A. The *Kindergarten Test of Motor Maturity* (KTMM) was given to *thirty-four* pairs of kindergarten students matched on the basis of the above criteria. The KTMM was designed to measure what impact the Kindergarten Language Development Program might have had on the motor skills of the experimental group as compare to the control group not involved in the program.

   Specifically, the KTMM was a paper and pencil test that evaluated the eye-hand and visual perception of kindergarten students in the two groups.

Kindergarten Language Development Program

Performance Objective Worksheet

Objective 3 (continued)

Title I School	No. in Experimental Group	Non-Title I School	No. in Control Group
Highland	13	Castelar	10
Kennedy	3	Clifton Hill	7
Indian Hill	13	Miller Park	3
Kellom	5	Sherman	7
		South Lincoln	6
		Walnut Hill	1
Total	34		34

Five tasks were scored in administering the KTMM.

1. Draw a Man -- This task was a measure of body awareness, visual recall, and to a certain degree, intelligence. Scores earned were on the basis of parts included.
2. Name Writing – Since name writing was not taught in kindergarten this was a reflection of home environment and self stimulation in academic areas. Reversals of letters recalled from memory were also noted.
3. Copy Geometric Forms – In copying well known geometric forms, the emphasis was primarily on eye-hand control. Close visual perception of details was secondary. Fragmentation, that is, the inability to relate parts to a whole, were also noted from the reproductions of the more advanced forms.
4. Letter Copying – The letters chosed for this task were those which would most easily reveal reversals and inversions. It was a test of visual perception ability and immediate visual memory, as well as concentration on visual stimuli.
5. Organization – In scoring tasks three and four, attention was also given to the child's ability to organize his paper. A sequential arrangement, either vertical or horizontal, measured general maturity and organization of thinking.

The total possible right for each task is recorded below.

TASK	TOTAL POSSIBLE RIGHT	EXPECTED SCORES*
Draw-A-Man	10	6
Name Writing	3	1
Copy Geometric Forms	27	15
Letter Copying	10	8
Organization	8	5
	58	35

*Anticipated scores for end of the year kindergartners.

Kindergarten Language Development Program
Performance Objective Worksheet

Objective 3 (continued)

In addition to the regular tasks, seven specific directions were given to all testees. These directions primarily had to do with paper orientation and usage. Since it was expected that all pupils would follow these directions, the score earned in this area was separate from the total score. Less than a perfect score of one for each direction, or a total of seven points, indicated a potentially serious hinderance to learning.

The mean total scores for each group were computed on the basis of the thirty-four total scores on the five tasks.

Mean Total Score – Experimental Group. 36.61
Mean Total Score – Control Group 36.41

On the basis of the above data the Kindergarten Language Development Program apparently had no significant effect on the motor development, in terms of eye-hand and visual perception, on the two groups.

Results for each of the sixty-eight students (34 matched pairs) are available for examination.

B. The *Individual Language Skill Test* (ILST), developed by the Omaha Public Schools, was administered to *sixteen* matched pairs of kindergarten students.

This test was designed to measure the post-program performance skill of the experimental and control groups in six language categories; prepositions, classifications, pronouns, multiple attributes, parts, and polars.

Title I School	No. in Experimental Group	Non-Title I School	No. in Control Group
Druid Hill	1	Clifton Hill	8
Highland	1	Miller Park	1
Indian Hill	8	Sherman	3
Kellom	2	South Lincoln	4
Kennedy	4		
Total	16		16

ILST – Materials: (1) picture test
(1) set of directions
(1) recording sheet for each pupil

ILST – Procedure: The testee was shown a group of pictures for each subtest and asked to respond to a set of directions. As the students answered the questions, the tester recorded the score in

Kindergarten Language Development Program

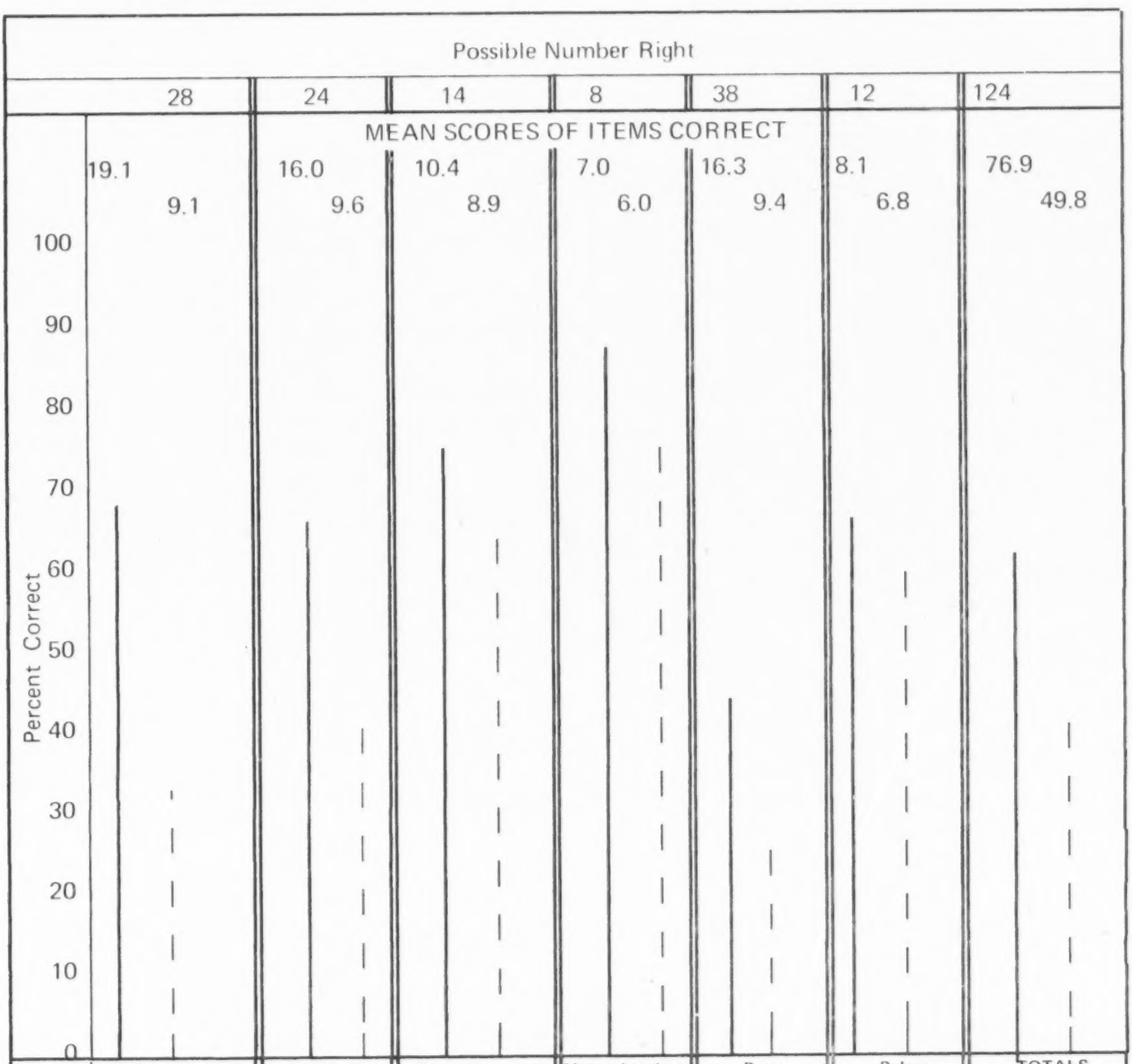
Performance Objective Worksheet

Objective 3 (continued)

the appropriate box on a record sheet.

The picture page and direction sheet for the subtest in prepositions is submitted on the following pages. The other five subtests were carried out in a similar manner.

The chart below records the mean raw scores of the experimental and control groups on the Individual Language Skill Test.



TESTING PROCEDURE

1. Prepositions

Give 1 point for use of correct preposition in a phrase; 2 points if correct preposition is used in a sentence. Examples of sentences are listed below. Variations are accepted if preposition is used correctly.

A. Look at this picture. I will ask you some questions about it. I want you to speak as well as you can.

1. Where are the dogs? (on the elephant – 1 point)
   (The dogs are on the elephant – 2 points)
2. Where are the cats? (on the dogs) (The cats are on the dogs.)
3. Tell me about the rabbits. (under the elephant) (The rabbits are under the elephant)
4. Tell me about the girls. (In front of the elephant) (The girls are [are] standing in front of the elephant.)

B. Look at the pictures in this row. (point) I want you to tell me about them.

1. Tell me about the boy. (behind, in back of) (The boy is behind his mother.)
2. Where are the clowns? (in the ring) (The clowns are in the ring.)
3. 3. Where are the nails? (beside or next to the hammer) (The nails are beside [next to] the hammer.)
4. Where is the lady? (on the chair) (The lady is sitting on the chair.)
5. Where is the lamp? (above or over the table) (The lamp is over the table.)

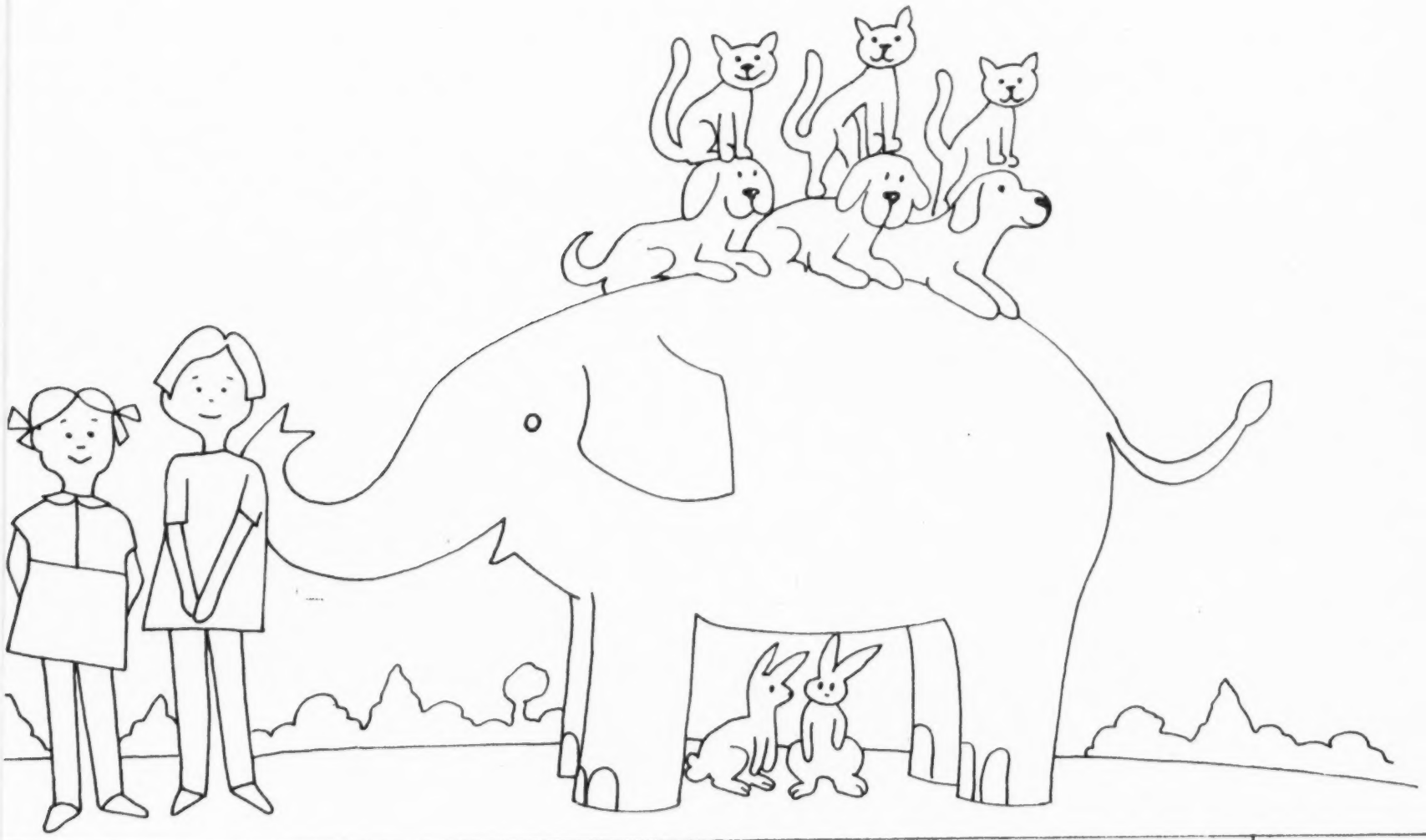
C. Here is another row of pictures.

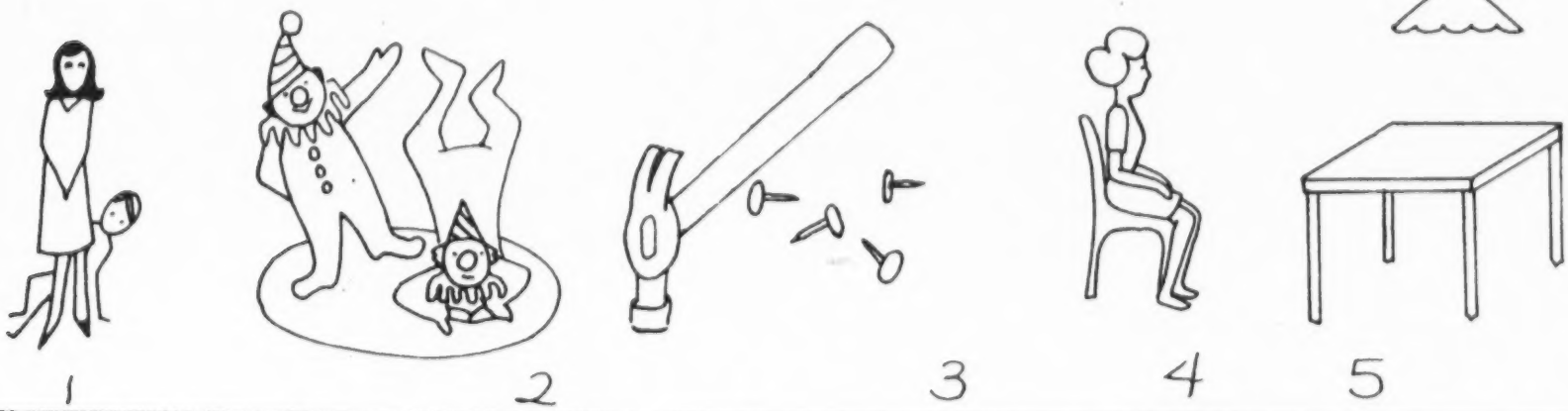
1. Where is the cup? (between the rats) (The cup is between the rats.)
2. Where is the cat? (under the bird) (The cat is under the bird.)
3. What is beside the butterfly? (the bottle) (The bottle is beside the butterfly.)
4. What is beside the match? (the bottle) (The bottle is beside the match.)

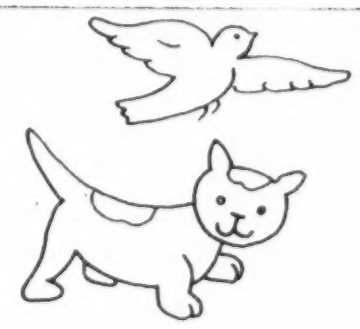
INDIVIDUAL LANGUAGE TEST

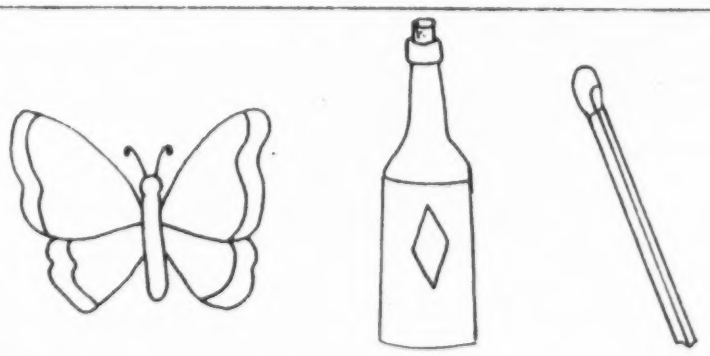
KINDERGARTEN

I. PREPOSITIONS









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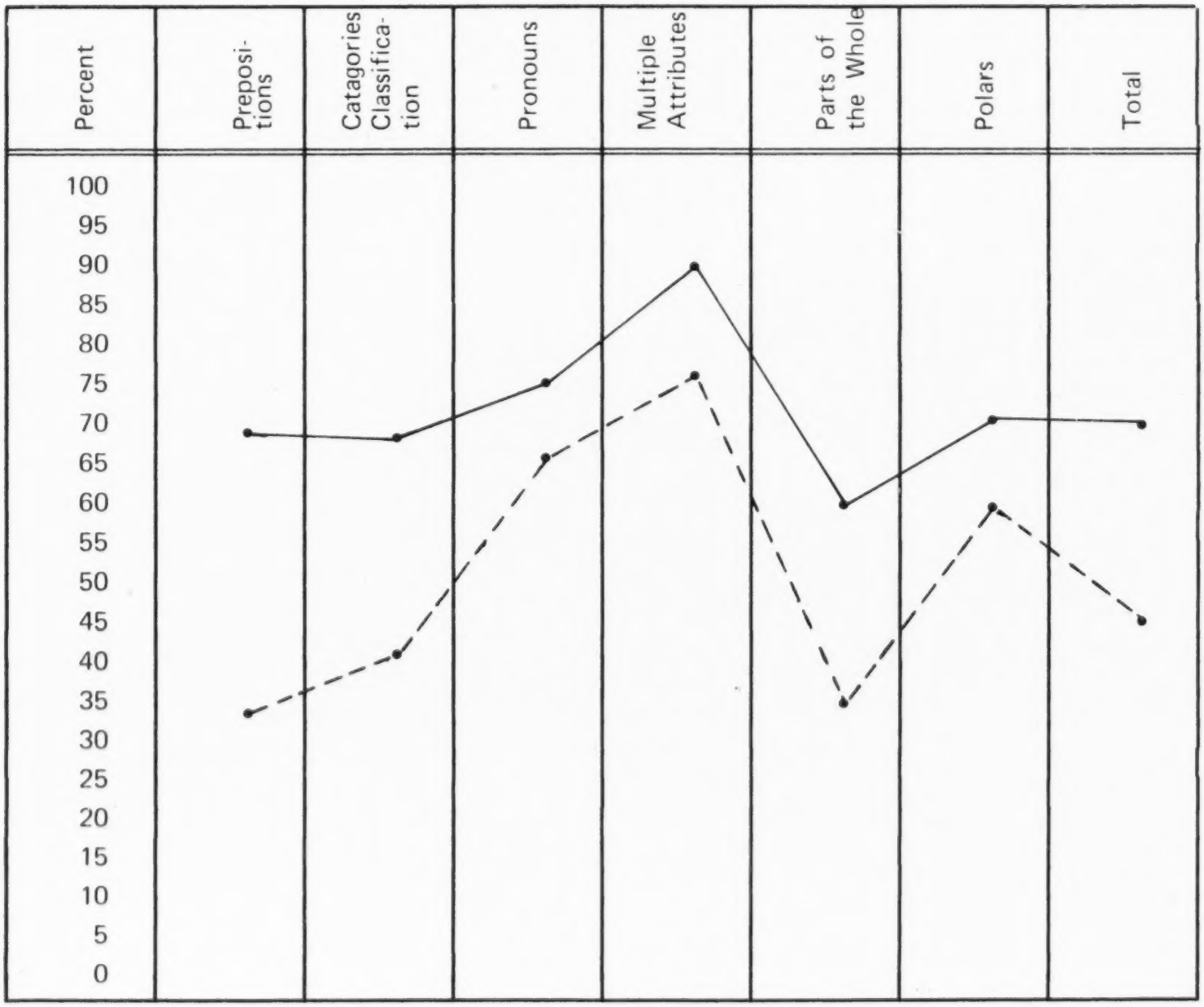
Kindergarten Language Development Program
Performance Objective Worksheet

Objective 3 (continued)

KINDERGARTEN LANGUAGE DEVELOPMENT
POST TEST



As the chart indicates the participating experimental group out scored the non-participating control group in all six subtest areas. These results have been graphically represented above.

Results for each of the 32 students (16 matched pairs) are available for examination.

Kindergarten Language Development Program
Performance Objective Worksheet

Objective 3 (continued)

T-tests were used to compare the ILST data obtained on the experimental and control groups. A T-test is a statistical way of analyzing data to determine the significance of the difference between the means on two matched groups. The results of these tests on each of the six areas of the ILST are indicated in the following table.

Sub test Area	$\overline{X}$ Exper.	$\overline{X}$ Control	S of Exper.	S of Control	Absolute Differences	t	Significance
Prepositions	19.06	9.12	4.99	3.73	9.9375	1.7107	N.S.
Categories and Classification	16.00	9.62	4.89	4.76	6.3750	1.7651	P .05
Pronouns	10.43	8.87	3.40	3.58	1.5675	1.2774	N.S. -
Multiple Attributes	7.0	6.0	1.4142	2.1213	1.00	.658	N.S.
Parts of Whole	16.31	9.37	4.958	3.370	6.9375	1.5480	N.S.
Polars	8.06	6.81	3.11	2.11	1.25	1.082	N.S.
TOTAL	76.87	49.81	17.79	15.06	27.06	6.01	P .005

Tabulated t value: 1/15 at .05 level is 1.76
at .005 level is 2.98

On the total score the difference between the means obtained by the experimental and control groups is significantly different at the .005 level. This means that the probability that difference between the means is due to chance is less than five in 1,000 or .5 of 1 percent.

The results tell us that on the subtest labeled Categories and Classification the difference between the mean score achieved by the experimental group and the mean score achieved by the control group are significantly different at the .05 level. This means that there is a 95 percent probability that the difference between the two groups is due to the treatment effect, in this case the Kindergarten Language Development Program. On all other subtest scores derived from the test the mean differences are not significant at the .05 level meaning that there is more than a 5 percent probability that the difference between the means is due to chance. For purposes of the study this is not sufficient difference to be considered significant. However, the combined gaines on the test battery are highly significant.

Kindergarten Language Development Program
Performance Objective Worksheet

Conclusions and Recommendations

The evidence shown by the Individual Language Skill Test was significant for the treatment group in spite of the fact that the program was not initiated until November and teachers were not questioned to the format of the program and small group instruction.

Kindergarten teachers working in the program concurred with the test findings of the sample. Most frequent observations were (1) the ease with which they could get and hold pupil's attention, (2) the benefits derived from teaching by a structured and organization program, (3) the development of childrens awareness of their surroundings, (4) the success of the program in language development to include naming, the use of sentences, ability to explain things, and an understanding and use of verbs, pronouns and prepositions.

Several experienced first grade teachers, working in the post-kindergarten program volunteered comments relative to the manner in which the post kindergarten children responded in language situations by use of complete sentences and ability to express themselves. They noted improvement over the performance of previous summer groups.

The most frequently mentioned limitation of the program was the inability of the teacher to work with "small" groups of children in order to meet their individual needs.

It is strongly recommended that the program be continued using the Distar materials and the visual perception kit. The introduction of the auditory perception kit and the organization for math instruction is also recommended. The program has sufficient merit and organization to warrant the introduction of trained aides to assist the teacher in carrying out the program.

READING PROGRAMS

PROJECT NUMBER 71-201
ACTIVITY NUMBER 28

$79,551.00

Project Number 71–201
Activity Number 28

Reading Programs
Service Objective Worksheet

Objective 1

Provide two reading resource teams, one at Lake School and one at Monmouth Park School, to assist the classroom teachers in providing special help to students in reading.

In the fall of 1969 reading resource teams were established at Lake and Monmouth Park Schools as a continuation of a pilot project implemented during the summer of 1969.

During the 1970-71 year a reading resource team continued operating at Lake; however, a team was not employed at Monmouth Park.

The team members at Lake, already familiar with the reading methods and materials offered in the school's Reading Resource Center, concentrated on service to primary grades. They scheduled themselves into each primary room showing teachers how to administer such diagnostic tests as the;

a) alphabet mastery test,
b) sight words test,
c) informal reading inventory,
d) initial and final consonants test,
e) word pattern test,
f) auditory discrimination exam,
g) initial blends test, and
h) the colors and shapes test [1st grade].

On the basis of the results of these diagnostic measures, they introduced methods such as a multi-sensory approach to teaching sight words. They also urged the teachers to keep progress charts prominently displayed in the rooms so that children could be alerted to areas in which they needed to put extra effort, and so their success would be visually demonstrated. Reinforcement devices and games were introduced to help the teachers provide alternatives to traditional seat work.

Other activities carried on by the resource team at Lake include the following.

1. Remedial reading classes for those students having difficulty.
2. Met regularly with other reading teachers from Title I schools.
3. Attended kindergarten workshop at the Instructional Materials Center.
4. Attended reading demonstration of Distar Program at Franklin School.
5. Assisted with testing at Central Grade and Monmouth Park Schools.
6. Orientated University of Nebraska at Omaha students to Lake School as Teacher Aides.
7. Introduced and demonstrated materials to teachers at Lake School.
8. Reorganized materials in the Reading Resource Center in sequential order so that materials were readily available to teachers.

Reading Programs
Service Objective Worksheet

Objective 1 (continued)

Motivational activities were at a mi
the resource teacher brought interesting
dren, and encouraged creative writings b

Botel Phonics Mastery test results w
the resource centers to teacher to impro

A campaign on the Dolch word list
giving an achievement card to each child
ally to see that progress is maintained.

Language experiences, such as field
dictated, typed by the resource teachers
written forms of language was stressed.

The team concept for next year sh
not recommended for next school year

nimum since only half a team was provided at each school; however,
easy-reading paperback books into each classroom, read to chil-
ased on these stories.

were analyzed and an attempt was made to get materials from
ve the skills indicating the greatest need.

s with individuals and small groups was started. The year ended by
who knew all of the Dolch words. Retesting will be done periodic-

trips, were televised, then language experience stories were developed,
, and presented to the students. The connection between spoken and

ould be utilized at both Monmouth Park and Lake Schools. It is
unless it can be fully staffed.

Reading Programs

Service Objective Worksheet

Objective 2

Provide and train sixteen paraprofessionals to assist Title I classroom teachers with the reading program in grades one to three. One additional paraprofessional will work at Conestoga School in grades four to six.

The development of reading aides in schools in the Title I area began in the Omaha Public School system in the fall of 1969.

Since its conception, the reading aide program has endeavored to involve parents and lay people from the community in the school reading program, to individualize instruction, and to further educational opportunities of each student with emphasis on the improvement of reading skills. (See 1969-70 Evaluation for further description of program.)

The following Title I schools employed reading paraprofessionals during the 1970-71 year.

SCHOOL	Number of Aides
Central Grade	1
Conestoga	2
Druid Hill	1
Franklin	1
Highland	1
Indian Hill	1
Kellom	1
Kennedy	1
Lake	1
Long	2
Lothrop	1
Monmouth Park	2
Pershing	1
Saratoga	1
Yates	1

Ten of the original seventeen reading aides still remain in this activity. In September, 1970, three new aides were trained to replace those that terminated during the summer.

The educational backgrounds of the reading aides are varied. The following chart shows the grade in school completed by each aide.

Reading Programs

Service Objective Worksheet

Objective 2 (continued)

GRADE COMPLETED

	8th Grade	High School				College		
		9th	10th	11th	12th	Fr.	Soph.	Jr.
No.	2		1	2	7	3	1	1

The reading aides participated in the following activities during the school year.

1. Volunteer Aides in Reading (VAIR) Fair
2. Visited Bellevue College
3. Participated in Metropolitan Reading Council Conference
4. Visited the Instructional Materials Center
5. In-Service sessions (every other Friday)

Many activities at the various schools involved the reading aide. One reading aide planned a reading party at Long School.

1. The purpose of the reading party was to:
   a) Review reading games and skills.
   b) See how children perform in a special group.
   c) Meet parents of the children with whom the aide was working.
   d) Let parents meet the child's teacher.
2. From this activity the reading aide discovered:
   a) Many attitudes of the children changed when they met some success.
   b) The children were anxious for the aide to meet their parents.
   c) Children became more confident in themselves when placed in this type of learning situation with emphasis on learning to read.
   d) This appeared to be a learning experience for the children and their parents.

In addition to reinforcing reading skills with small groups and individual students, many aides participated in activities such as field trips, dramatic plays, a school book fair, creative writing, visits to the library and audio-visual projects such as video tape programs.

Teachers that received assistance from reading aides, and principals that had aides working in their building, completed questionnaires concerning the reading aide program.

The following list generalizes the responses submitted by teachers that received assistance from a reading aide during the 1970-71 year.

Reading Programs
Service Objective Worksheet

Objective 2 (continued)

Most teachers:

1. Described the working relationshi
   worked as being excellent.
2. Felt they had adequate opportuni
   progress of individual students in
3. Felt the reading aide was adequate
4. Felt the time spent on the progra
5. Recognized teacher diagnosis of st
   ing aide program, felt the need for
6. Felt there should be more in-servi
   aide program should be expanded

The following list generalizes the respo
building during the 1970-71 year.
Most principals:

1. Described the reading aide progra
2. Described the rapport or working
   as being excellent.
3. Felt the response of parents to the
4. Felt, if they could, they would ex
5. Felt teachers need additional trai
6. Felt teachers have accepted readi
7. Felt additional training is necessar
   training to enable them to work w

The reading aides worked intensively w
direct contact with a greater number of stud

Project Number 71–201
Activity Number 28

p between themselves and the reading aide with whom they

ty to confer with the reading aide about the problems and
the program.
ely trained to perform the tasks they were asked to perform.
n was not excessive relative to the benefits derived.
tudent reading disabilities as an important aspect of the read-
teachers to have additional training in diagnosis.
ce for teachers who have reading aides, and that the reading

nses submitted by principals that had aides working in their

m in their school as being excellent.
relationships developed between teachers and the reading aides

e reading aide program was very positive.
pand the reading aide program in their school next year.
ning in diagnosing student's reading disabilities.
g aides into the instructional process very well.
y for the aides, preferably college courses and in-service
ith older disabled students.

ith an approximate total of 600 students. However, they had
lents.

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Reading Programs

Service Objective Worksheet

Objective 3

Continued use of the resource centers already established and development of small reading resource centers in each Title I school to provide supplementary reading materials.

Reading Resource Centers were established at two Title I schools in the fall of 1969. These centers were located at Monmouth Park and Lake Schools. The centers enabled teachers in Title I area schools to work with many additional supplementary reading materials to aid in teaching the necessary skills that an educationally deprived child needs to become a good reader.

The Reading Resource Centers at Lake and Monmouth Park Schools were staffed with a reading aide clerk who was responsible for keeping track of all materials in the centers. These aides were also responsible for the distribution of materials to teachers from other Title I schools. Teachers from other Title I schools came to the Resource Centers to check out materials for use in their classrooms. Each teacher was allowed to keep materials for a period of one month. The following list shows the other Title I schools that were served by the two centers during the 1970-71 year.

Monmouth Park	Lake
Druid Hill	Central Grade
Franklin	Conestoga
Kennedy	Highland
Long	Indian Hill
Saratoga	Kellom
Yates	Lothrop
	Pershing

A list of reading materials circulated to each Title I school is available for examination.

Because of the favorable reaction to these centers, Mini-Resource Centers were established during the 1970-71 year at all other Title I elementary schools.

Teachers were asked by questionnaire to provide information concerning the purposes for using the various materials in the Reading Resource Centers. A list of the responses follows with the most frequently made responses listed first.

- To provide reading experience.
- To provide materials at child's reading level.
- To improve word analysis

Reading Programs
Service Objective Worksheet

Objective 3 (continued)

- To improve vocabulary.
- To develop sight vocabulary
- To develop comprehensive skill.
- Other purposes given –
  - to stimulate speech activities;
  - to provide creative writing experience;
  - to improve auditory discrimination; and
  - to improve visual perception and coordination.

Mini-Reading Resource Centers

Mini reading resource centers were set up at twelve Title I schools because of the response of principals and teachers in using materials at the Resource Centers at Lake and Monmouth Park Schools. Principals and teachers requested a mini-reading resource center to be located in their own schools where teachers could easily avail themselves of supplementary reading materials to further individualize reading instruction.

Mini-reading resource centers were established at the following Title I Schools: Central Grade, Druid Hill, Highland, Kellom, Long, Saratoga, Conestoga, Franklin, Indian Hill, Kennedy, Pershing, and Yates.

A list of suggested reading materials for the mini-reading resource center was given to each principal. The principals then consulted with teachers concerning the list. The list presented to the principals and teachers included materials designed to be used in the following areas of reading:

1. Alphabet
2. Auditory Perception
3. Visual Perception
4. Sight Vocabulary
5. Phonetic Analysis
6. Comprehension
7. Language Development
8. Diagnosis Tools

Principals were consulted in regard to the location of the mini-resource center and the method of checking out materials from the center. The order was sent to the Title I office and materials were delivered

Reading Programs
Service Objective Worksheet

Objective 3 (continued)

to each school upon arrival in February.

Some schools made their mini-resource center a part of the library, utilizing the librarian as the person in charge of the materials. Other schools maintained an open door policy where all teachers were responsible for checking out and returning materials.

A list of reading materials circulated to each mini-center in the Title I area is available for examination.

Reading Programs

71-201
Project Number

B. SERVICE OBJECTIVE WORKSHEET

Activity Number 28

IMPORTANT: This worksheet is to be used ONLY with objectives NOT stated in terms of student performance.

What evidence do you have that each service (non-instructional)objective listed in the project application was and/or was not achieved?

A separate *Service Objective Worksheet* should be completed for each non-performance objective.

All evidence, pro and con, from all sources should be recorded and analyzed with your conclusion reported in a final paragraph.

- -

Objective 4

Provide in-service training in reading for teachers in the Title I area.

Organization of this year's reading program precluded the scheduling of any in-service training sessions as a part of this activity.

(Use additional pages for each Objective as necessary)

Psychological Services

PROJECT NUMBER 71-201
ACTIVITY NUMBER 29

$100,766.00

Psychological Services

Service Objective Worksheets

Project Number 71–201
Activity Number 29

Objective 1

Employ eight additional full-time psychologists or the equivalency in part-time personnel in order to identify students in the Title I area in need of special programs. Four full-time clerks or the equivalency in part-time personnel will be employed.

Seven professional personnel were employed for the year with one additional person joining the department on February 1, 1971. Four clerks were provided throughout the year. These persons supplemented the services being rendered in the Title I area.

The list of psychological personnel assigned to Title I and their school assignments are as follows:

Lois McMillan: Tech Junior, Druid Hill and Franklin
Thomas McCrudden: Highland, Indian Hill Elementary and Junior, Kellom
William Crain: Mann Junior, Kennedy, Lothrop and Pershing
Howard Mulnick: Technical Work Experience Program and Technical High
Ruth Thompson: Central Grade, Conestoga, Lake, Long, Saratoga, Monmouth Park, and Yates
Roving Assignments: *John DeBoer, Donna Chaney and Mary Houdyshell* (joined 2-1-71)

The school psychologist, as a member of the Pupil Personnel Services team and of the school faculty, shares with teachers, school administrators and other school personnel the basic goal of making adequate provisions for meeting individual pupil needs in the educational setting. As part of the coordinated contribution of all Pupil Personnel staff, the services of the Title I school psychologist compliments the efforts of teachers and administrators in the provision of the best possible learning climate to reach the individual child – a climate which encourages the optimal development of the individual pupil's potentialities.

In carrying out his responsibilities, the school psychologist employs psychological techniques to prevent, diagnose, and remedy individual pupil problem situations characterized by learning disabilities or by aspects of psychological adjustment which affect adversely the performance of the individual pupil in the school setting. Among others, these would include problems of mental retardation, educational retardation, emotional disturbance, behavior disturbances, giftedness, unrealistic parental expectations and psychological adjustments to physical handicaps. The school psychologist's services are requested when certain factors or situations contributing to poor academic progress or to poor adjustment in school need to be given individual study or evaluation with a view to determining what can be done to best serve the interests of all concerned.

Discussion of Services

Children with various psychological problems require study in depth before action may be taken to resolve academic, social and behavioral problems.

Psychological Services
Service Objective Worksheets

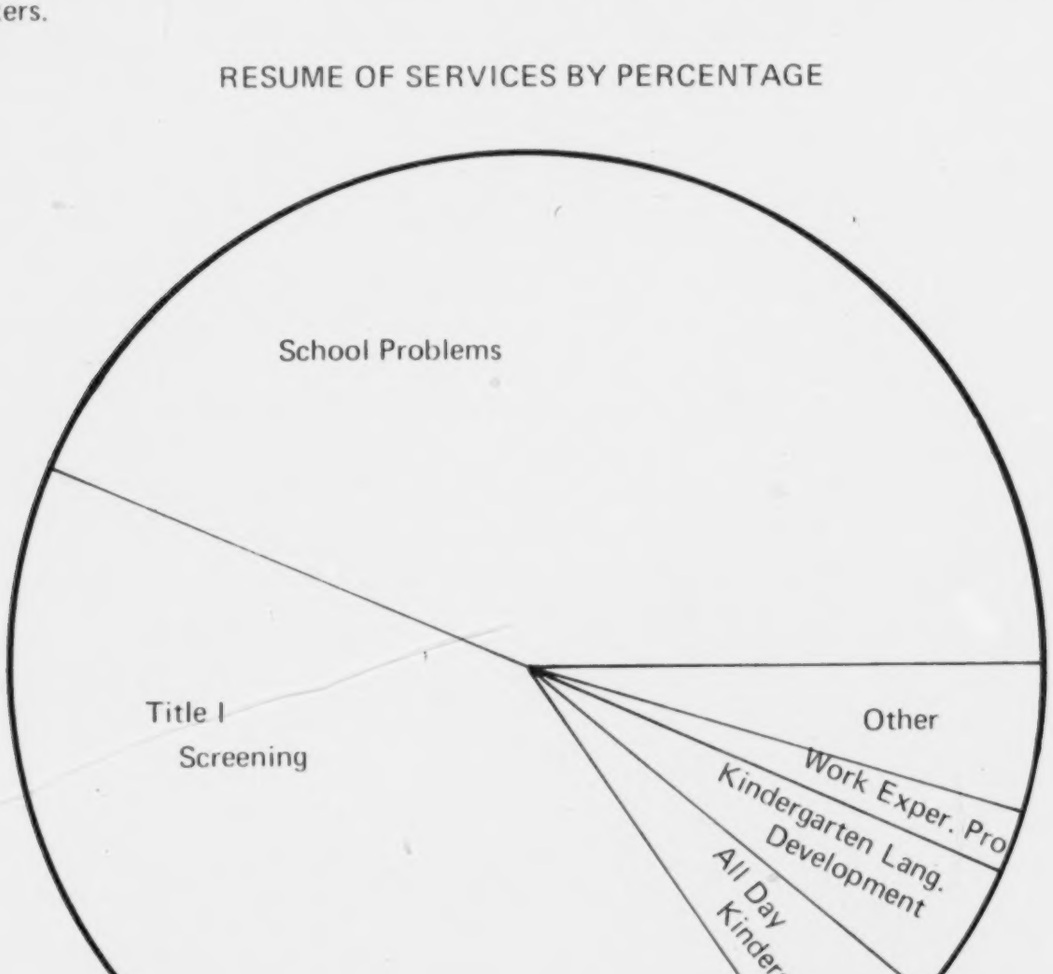
Objective 1 (continued)

Building staff members were in need of developing an awareness to problems manifested by children of the disadvantaged area. The ability of the staff to recognize incipient difficulties depends on the training and experience of the professional staff.

Continuity of student evaluation was essential to the long range program development for children with special needs. Information related to the incidence and distribution of specific strengths and weaknesses was important.

Projects designed to meet specific needs of children and youth required data collection, processing and interpretation. This activity required the services of an increased professional staff and supportive clerical workers.

RESUME OF SERVICES BY PERCENTAGE



Psychological Services
Service Objective Worksheets

Objective 1 (continued)

Reasons for Referral to Psychological Services 1970-71	Percentage of Services
School Problems	44
Title I Screening	41
All-Day Kindergarten	5
Kindergarten Language Development	4
Work Experience Program	2
Other	4
Visiting Teacher	
Head Start	
Private Physician	
Parent	
Lorge-Thorndike Verification	
Psychological Services	
Special Services	
Special Education Program	
Early School Entrance	
Individualized Study Center	
Outside Agencies	
Central Reading Clinic	
Cleft Palate	
Juvenile Court	
McGraw-Hill Reading	
	100%

Referral by School

A great deal of the Department of Psychological Services staff time in Title I area schools is spent with individual children who are referred because of special needs and problems.

Referrals for children with special needs are routed to the psychologist through regular channels. Also, many children are found in the general screening program, directed toward the young child, who appear to need more intensive study then a screening evaluation provides. These evaluations are conducted in the Psychological Services Clinic or in the school.

Problems referred for study include (but are not limited to) the following:

1. Academic
2. Behavioral

Psychological Services
Service Objective Worksheets

Objective 1 (continued)

3. Placement (general, special education, etc.)
4. Evaluations for Reading Clinic
5. Emotional
6. Juvenile Court requests
7. Requests from various Social Agencies (including Welfare) dealing with the child and/or his family
8. Requests from various branches of the medical profession

In order to help determine what action would be of the most benefit to the child, various psychometric techniques are utilized to help determine his ability level, and his academic, social and emotional functioning. These results, combined with the psychologist's clinical insight together with information from parents and school personnel, help determine the psychological recommendations.

School psychologists are also available to Title I area school personnel for consultation regarding individual or group problems which may arise. The school psychologist is often a liaison between the school and/or family and the various community agencies.

In the Title I area 2,307 students were served by the Department of Psychological Services during the 1970-71 school year. Amount of service given each school and agency follows:

School	Number of Cases
Central Grade	80
Conestoga	73
Druid Hill	112
Franklin	271
Highland	153
Indian Hill	187
Kellom	295
Kennedy	197
Lake	71
Long	102
Lothrop	198
Monmouth Park	95
Pershing	52
Saratoga	120
Yates	95
Indian Hill Junior High	15

continued on next page

Psychological Services
Service Objective Worksheets

Objective 1 (continued)

School		Number of Cases
Horace Mann Junior High		65
Technical Junior High		21
Technical Senior High		94
	Sub Total	2,296
Agencies		
Boys Town		3
Omaha Home for Boys		6
Uta Halee		2
	Sub Total	11
	TOTAL	2,307

Other specific projects of Title I schools involving an input of Psychological Services

Conestoga Child Health Clinic

Weekly Psychological Services on Tuesday mornings have been provided for the Conestoga Child Health Clinic. Mrs. Ruth Empson works with Dr. L. J. Fisher, pediatrician, on referrals from the Conestoga staff. Seventy-two psychological evaluations were given and multidisciplinary staffings were arranged with Dr. Fisher on each referral. Three meetings were held over the year with representatives from various other agencies to discuss and implement recommendations.

The primary objective of the psychological evaluations specifically done for the physician was to investigate emotional and/or neurological difficulties as the basis of learning problems. Then appropriate steps could be taken by the physician to facilitate the child's adjustment.

Crestridge and Conestoga Creative Playground

Both Conestoga and Crestridge have installed Creative Playground equipment and structured programs with children have been in progress. Crestridge School had a dedication ceremony where individuals involved in the construction and planning of the indoor-outdoor creative playground were honored.

Geraldine Nesvan and Ruth Empson from Psychological Services were asked to be present at these functions.

Special Activities Room – Conestoga – Crestridge

In conjunction with the philosophy of the STAAR Parent Group, special activity rooms were

Project Number 71–201
Activity Number 29

Psychological Services
Service Objective Worksheets

Objective 2

Assist Title I evaluator in the group pre and post testing of all Title I area and control group students in grades one to six. The pre-test will be given prior to October 15, 1971, and the post-test after April 15, 1972.

The design of the group survey achievement and ability testing set up in the Title I area for grades one through six required the individual evaluation of more than 200 third grade students. This work centered on those third grade students from Title I schools who scored below eighty-five in the verbal section of the group administered Lorge-Thorndike test. Those students who had not been tested individually were given individual evaluations. Test results showed broad discrepancies between the group and individual tests, with a substantial proportion of the students who scored below eighty-five on the Lorge-Thorndike achieving high classifications under individual testing.

A summary of these findings was submitted to Title I, Activity No. 94, Evaluation and Interpretation for use in the overall Title I evaluation. On the basis of the machine scorable Lorge-Thorndike Test approximately twenty-four percent, or 219 of the 924 third graders, scored below eighty-five. After the files were researched for results of individual evaluations, and evaluations were made on others not previously evaluated, only ten percent or ninety-four of the children remained in the zero to eighty-five "school learning ability" interval. This provided a control for one factor (ability) in grade three of the achievement study for the Title I area. The summary also cautioned school personnel against using a Lorge-Thorndike verbal score below eighty-five as a completely reliable assessment of a child's ability level and suggested that the score obtained by individual psychological evaluations should be substituted in the cumulative record.

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Activity Number 29

Psychological Services

Service Objective Worksheets

Objective 3

Pre and post testing of all children participating in the Title I experimental reading programs and their control groups on an individual basis.

The Department of Psychological Services gave service to the Title I reading program through the selection of experimental control groups for the Kindergarten Language Development Project. We also gave assistance with research design and actual statistical computations on this program.

The detail of selecting fifty nine matched pairs of students for the program is described as a part of the Kindergarten Language Development Program, Activity No. 26.8.

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Activity Number 29

Psychological Services

Service Objective Worksheets

Objective 4

Provide individual testing of abilities for all children participating in the Westinghouse Learning Corporation "Project Plan," the Behavioral Research Laboratories Project "READ and MATH," and for the preschool program if this program is initiated during the school year.

"Project Plan" by the Westinghouse Learning Corporation was not initiated during 1970-71, therefore services were not required.

The "Read" and "Math" programs by Behavioral Research Laboratories did not require services, inasmuch as the evaluation design concentrated upon pupil placement in the programmed material and upon survey achievement tests.

The pre-school program was being worked on by a curriculum committee during 1970-71. One staff member served on the committee in an advisory capacity.

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Activity Number 29

Psychological Services

Service Objective Worksheets

Objective 5

Provide individual testing for all kindergarten children not previously tested in Title I schools or at the Psychological Services Clinic. Provide additional individual testing for Title I area students as deemed necessary by the professional staff.

Individual psychological evaluations for screening purposes were accomplished for 1,065 Title I kindergarten children of the possible 1,068 average daily membership of kindergarteners in the 1970-71 school year. The average daily attendance was 946.

Analysis of this data has not been done; however, the data will be used as baseline data for a 1971-72 study of first graders. A psychological report on each child was prepared for use by the classroom teacher and other involved personnel. In this report, the student's general ability level on both a verbal and a picture recognition test are discussed and perceptual, self concept and social maturity factors are brought to the attention of the teacher.

COMMUNITY AIDES

$115,927.00

PROJECT NUMBER 71-201
ACTIVITY NUMBER 30

Project Number 71–201
Activity Number 30

Community Aides

Service Objective Worksheet

Objectives 1 – 5

The attached table summarizes the reports made by Community Aides as they carried out their work of visiting the teachers, families and community agencies. The communication of school problems to the home and home problems to the school in an attempt to resolve problems resulting in pupils being absent from school constituted the major part of their responsibilities.

A table shows the number of contacts made, the relationship of the person contacted to the child, the business nature of the visit, the direction of the information carried and the grade level of the pupil receiving the support of the service. It can be seen that the Community Aides made 45% of their contacts by home visits. The child's mother was contacted 74% of the time. Sixty-five percent of the time visits related to attendance problems. Infrequently these visits resulted in information flowing only one way.

An examination of the May, 1971, membership and the grade level of students served, shows the ratio of students to Community Aide contacts made at the several instructional levels.

Level	Percent of Student Population	Percent of Contacts Made	Percent of Attendance
Kindergarten	10.2%	9.9%	88.6%
Primary (1-3)	30.9%	34.1%	93.1%
Intermediate (4-6)	27.2%	35.4%	93.5%
Junior High (7-9)	21.4%	12.9%	90.2%
Senior High (10-12)	6.8%	2.7%	87.5%

This support contributed significantly to the high attendance levels maintained by several of the schools and the relatively small differences between Title I and non-Title I areas at the elementary school levels.

Differences in the Percent of Attendance
Between Title I and Non-Title I Areas

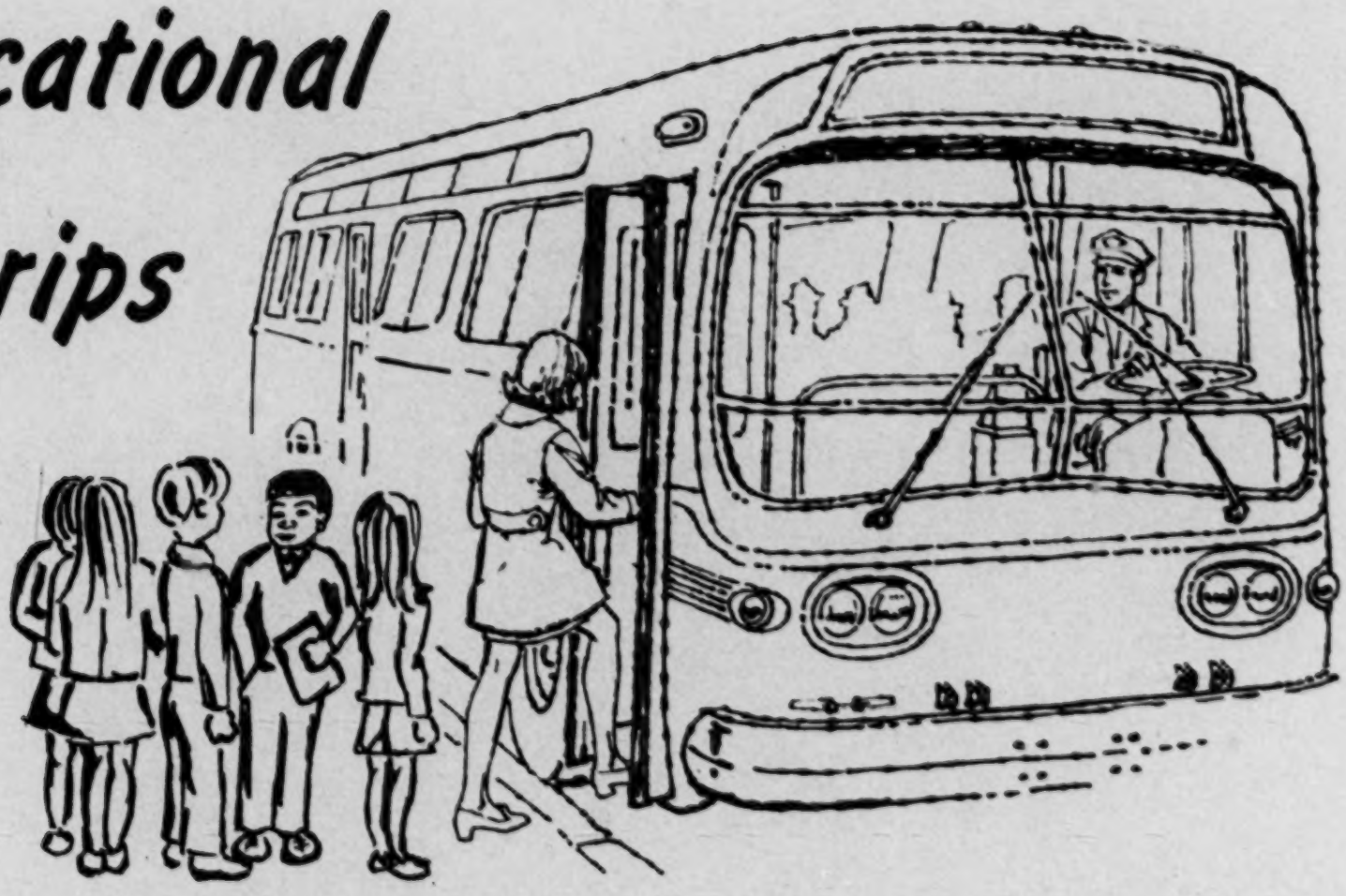
Kindergarten	4.8%	Grade Four	3.2%
Grade One	2.4%	Grade Five	2.1%
Grade Two	2.1%	Grade Six	1.8%
Grade Three	1.7%		

The universal high regard with which the Community Aides are held by pupils, parents, and teachers attests to their success.

Summary of Community Aide Contacts 1970-71

Aide and School	Contacts		Persons Contacted					Nature of Visit				Information		Grade Level of Students													
	Home	Phone	Mother	Father	Sibling	Relative	Other	Attendance	Behavior	Welfare	Health	To the Home	To the School	Pre Kindg.	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	Special Education
Alston – Kennedy	105	134	171	11	28	18	11	131	52	25	28	1	2		9	15	37	44	43	66	24							1
Bell – Conestoga	202	25	186	6	6	23	6	99	90	10	27	1							12	5	125							85
Benjamin – Mann Jr.	12	50	57	3	1		1	62														9	20	33				
Blair – Long	171	132	256	10	8	24	5	268	5	8	22				123	71	48	42										19
Brown – Saratoga	6	68	57	5	9	2	1	33	3	8	27		3		11	6	14	10	11	7	14							1
Brown,– Technical Jr.	20	5	17		3		4	23	1													8	16					
Bryant – Mann Jr.	*Assigned to other duties*																											
Coleman – Lothrop	*Assigned to other Duties*																											
Combs – Central Grade	154	130	237	9	22	10	6	253	5	9	5	10	2	1	39	33	44	12	27	39	18							71
Conner – Technical High	112	44	94	5	40	3	14	88	19	17	21	9	2											61	49	23	23	
Curtis – Highland	206	284	342	52	31	41	24	158	19	160	134	15	4		93	80	79	51	64	63	60							
Dailey – Kennedy	209	149	301	7	15	19	16	222	35	67	25	4	5	26	62	204	6	17	12	8	10							12
Delezene – Pershing	91	115	153	8	11	24	10	43	31	48	53	18	13	3	20	10	14	12	9	15	15	38	41					29
Foxall – Lake	29	7	23	1	9	3		24	5	4	3				7	11	15	3										
Frazier – Druid Hill	*(Received to late to post)*																											
Griego – Yates	166	939	710	54	199	81	61	1028	41	13	14	4	5		207	136	154	157	113	158	180							
Grimes – Lake	10	4	11	2		1		9		3	2					2		8	3			1						
Henderson – Saratoga	30	137	140	1	8	16	2	148			19					17	16	14	30	28	16	39	7	*All Parochial*				
Jackson – Conestoga	105	215	221	8	55	30	6	210	83	13	13	1							156	143	19							2
Jackson – Kellom	300	243	515	6	3	15	4	528	4	6	5			2	94	97	97	72	56	41	66							18
Lott – Lothrop	109	12	93	2	8	15	3	33	7	25	50	4	2	1	31	31	10	10	3	9	26							
Mascarello–Indian Hill Elem.	71	21	73	2	9	3	5	67	4	3	10	4	4		19	14	15	12	18	11	3							
Mascarello–Indian Hill Jr.	199	588	563	26	140	48	10	779			8											287	249	251				
Matthews – Technical High	185	45	173	18	25	9	5	97	38	41	33	9	12									1	1	79	80	35	34	
Mills – Lothrop	450	275	476	30	115	89	15	518	73	100	32		2		9	16	147	185	184	183	1							
Thompson – Franklin	290	34	265	14	13	27	5	41	162	74	46		1		19	18	36	59	64	56	67							5
Reed – Monmouth Park	67	423	462	20	1	5	2	268	89	55	37	28	13	24	21	69	55	64	75	67	103(+12 I.P.)							
Starks – Monmouth Park	236	100	231	34	23	28	20	93	77	84	76	6		4	8	68	77	39	42	44	138 (+16 I.P.							
Ray – Saratoga	285	517	474	50	147	81	50	419	40	152	173	7	11		75	107	138	95	132	117	86							52
Webb – Franklin	88	155	201	7	8	12	15	26	72	59	52	15	19		21	30	38	25	65	30	29							5
Baglio – Central Grade	26		18		6		2	12	4	1		6	3		3		2	1	1	4	7	3	1					4
Sub-Totals	3934	4850	6520	391	943	627	303	5680	959	985	915	142	103	61	871	1035	1042	932	1120	1094	907	386	335	424	129	58	57	304
TOTALS	8784		8784					8784						8784 (+28 Individual Progress)													

educational trips



$39,041

PROJECT NUMBER 71-201
ACTIVITY NUMBER 31

Project Number 71–201
Activity Number 31

Educational Trips
Service Objective Worksheet

Objectives 1-4

The data collected on the enclosed tables relate to all four of the objectives specified for this program.

Objective 1

Assist the students in developing the confidence and resourcefulness that comes as the result of social contacts other than those normally encountered in their daily living.

Objective 2

Acquaint the students with the total community and its historical landmarks.

Objective 3

Help the students gain a better understanding of the industrial, commercial, and cultural resources of the region.

Objective 4

Enable students to see adults in the "World of Work" and to make critical self-evaluations with respect to opportunities for themselves in the future.

During the 1970-71 school year, 993 educational trips were made involving 42,531 public and non-public school students.

The multitude of trip sites reveals the scope of this activity. The visitation sites ranged from banks to bakeries, pet shops to packing houses, green houses to gas companies and parks to police stations. Extended use of the "Educational Trips" booklet published in the fall of 1970 afforded groups the opportunity to gain additional knowledge concerning establishments visited in the past.

These trips comprised a broad cross section of the industrial, commercial and cultural resources of the community. They also personalized numerous vocational opportunities, as students were able to watch men and women working at their respective jobs.

Project Number 71–201

Activity Number 31

Educational Trips

Service Objective Worksheet

The program was constantly improved through suggestions made by teachers on a trip report submitted after each visit.

The tables on the following pages consist of:

a) A compilation of the places visited;
b) The number of visits made;
c) The number of students participating;
d) The grade levels making a particular visit;
e) The size of the groups making visitations;
f) Public school visitations;
g) Non-public school visitations;
h) The number of adults participating;
i) The participation of other groups in the Title I area; and
j) A report on how each educational trip related to one of several curriculum areas including; Language Arts, Reading, Cultural Social Studies, Science, Math, Vocational Skills and/or other curriculum areas not mentioned.

TITLE I EDUCATIONAL STUDY TRIPS

1970–71

SCHOOL Public Elementary Schools	Total No. of Trips	HOSTS		ADULTS			Number of Students Participating in the Trip							TOTAL
		No	Yes	Teacher	Parents	Other	EMH TMH	K	1-3	4-6	7-9	9	9-12	
Central Grade	12	1	9	32	25	6	157	60	185	60				462
Conestoga	27	1	22	93	33	81				1648				1,648
Druid Hill	33	1	23	51	10	54	74	96	509	464				1,143
Franklin	81	1	48	134	107	6	252	452	715	1419				2,838
Highland	19	0	16	42	52	4		203	427	440				1,070
Indian Hill	51	0	31	89	77	16		458	879	691	21			2,049
Kellom	121	2	93	156	80	40		260	2474	1253				3,987
Kennedy	66	0	49	130	66	91	39		1870	608				2,517
Lake	38	0	26	106	149	50	152	363	1330					1,845
Long	17	1	16	65	67	23	114	519	520					1,153
Lothrop	118	1	62	220	27	80	18	172	2995	1742				4,927
Monmouth Park	15	1	12	51	34	19	39	288	318	388				1,033
Pershing	16	0	16	22	23	2	37	79	69	55	208			448
Saratoga	33	3	19	47	21	21		302	194	541				1,037
Yates	20	0	16	29	24	22		243	246	234				723
Sub-Total	667	12	458	1,267	795	515	882	3,495	12731	9543	229	0	0	26,880
Public Secondary Schools														
Indian Hill Junior High	66	21	18	137	32	6				277	1984	602	13	2,876
Horace Mann Junior High	114	24	44	227	28	74				220	4734	1268		6,222
Technical Junior High	27	13	8	63	9	10					956			956
Technical Senior High	63	33	21	161	6	15							3776	3,776
Sub-Total	270	91	91	588	75	105	0	0	0	497	7674	1870	3789	13,830
Non-Public Schools														
Sharon Seventh Day Adventist	1	0	1	2	6	0		5	15	9				29
Dominican High School	6	2	4	4	2	2							226	226
Girls Town	0	0	0	0	0	0								0
Sacred Heart	19	1	20	86	16	0			353	445	465		75	1,338
St. Anthony	6	0	6	11	10	0			35	96	67			198
Sub-Total	32	3	31	103	34	2	0	5	403	550	532	0	301	1,791
Special Education	1	0	1	2	0	6	30							30
TOTAL	970	106	581	1960	904	628	912	3500	13134	10590	8435	1870	4090	42,531

TITLE I EDUCATIONAL STUDY TRIP HOSTS 1970-71

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Ak-Sar-Ben Stock Show	6	323	14	0	16	353	1 & 6	25-109	5	0	1	1	1	6				1
Althouse Beauty School	2	43	3	1	0	47	6, 10-11	32- 45	2	0			1				1	1
Appleman Manufacturing Co.	1	15	0	1	0	16	10-11	45	1	0							1	
Banks: First Federal of Lincoln	1	18	1	0	0	19	4-8	74	0	1				1				
North Side Bank	5	181	7	2	5	195	1-2, 5	22-65	5	0				5		1		
Omaha National	4	103	7	0	2	112	4, 7	27-30	3	0			1	3		3	1	
U.S. National	7	220	9	2	3	234	2-5	23-60	3	0				6				
Boys Town	5	118	5	3	2	128	4-8	28-74	2	1			2	5			3	
Camp Maha	1	24	2	0	2	28	2-3	28	1	0								1
Castle Book Exhibit	2	77	3	0	1	81	K-8, 7-9	39-42	2	0	2	2	1					
Cities: Earling, Iowa	1	25	2	0	0	27	8	27	0	1	1		1	1	1		1	
Imogene, Iowa	1	38	3	5	0	46	2-3	46	0	1	1	1			1			
Lincoln, Nebraska	28	1504	72	34	27	1637	1-6, 7-12, S.E.	23-129, 30	17	3			6	16	1			
Nebraska City, Nebr.	24	1206	57	33	22	1318	4-5, 7-11, S.E.	23-129, 30	16	0	1	2	8	16	5			
Circuses	19	2326	123	160	24	2633	K-5, 7	27-559	16	1	6		14	9	1			1
Continental Bakery	11	341	18	5	5	369	2-6, S.E.	21-52, 30	6	1	1			10	2			
Dairies: Alamito Dairy	2	62	3	0	2	67	3	29-38	2	0				2				
Roberts Dairy Company	5	198	9	4	0	211	3, Spec. Ed.	27-55, 32	3	0				5				
Department Stores:																		
Brandeis	5	199	8	5	2	214	K-3, 9	20-90	5	0	1		2	3		2	1	
Crossroads	14	593	29	26	8	[illegible]	K-5	[illegible]-69	7	0	2	3	4	[illegible]	6			
Kilpatrick's – Center	1	33	2	0	3	[illegible]	Pre-1	38	1	0				1				
Richman Gordman	1	30	1	0	1	32	6	32	1	0			1	1				
Southroads	1	52	2	2	0	56	3	56	1	0		1						
Westroads	26	1118	48	34	29	1229	K-7, Spec. Ed.	23;93, 33	12	0	8	1	12	13	2			5
DeSoto Bend	2	62	5	0	0	67	6, Spec. Ed.	27, 40	2	0				1	1			1
Dodge House	3	103	4	4	0	111	5, 7-8	28-53	2	0			2	3				

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TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Doorly Zoo	75	3501	156	127	67	3851	K-7, Spec. Ed.	22-315, 37-68	29	2	17	5	14	31	43		1	4
Educational Institutions:																		
Creighton University	2	185	7	0	1	193	4-5, 9	89-104	2	0			1	1				
Joslyn Castle	1	25	1	0	1	27	4	27	1	0				1				
Midland College	2	105	4	0	0	109	6	52-57	2	0				11	1			
Neb. Voc. Tech. School	1	41	2	0	0	43	9-12	43	1	0							1	
Nettleton Business Sch.	1	32	1	0	0	33	9-11	66	1	0							1	
North High School	1	25	1	0	1	27	8	27	1	0		1						
Tech Print Shop & Kit.	1	33	1	1	0	35	2	35	1	0		1	1				1	
Title I Media Center	2	38	2	2	1	43	2, 7	18-25	2	0	2	1		1				
Univ. of Nebr. @ Omaha	2	102	5	0	2	109	5, 9-11	66-76	2	0			1				1	
Eppley Airport	16	572	29	9	9	619	1-7, Spec. Ed.	23-88, 33	14	0	2	2	5	10	1		3	
Extra School Activities:																		
All-City Band & Orch. Reh.	50	1917	41	30	0	1988	6-9	21-97	15	0			45					20
American Education Week	3	224	12	2	0	238	2, 4, 9-12	33-120	3	0			3					
Banquet for Honors & Sports	1	100	14	0	0	114	9	114	1	0			1					
Basketball Games	27	1784	75	2	6	1867	8-12	33-100	6	1			2					25
Columbus Day Parade	1	40	2	0	0	42	9-12	42	1	0								1
Concerts	32	1671	43	5	27	1746	K-3, 5-12	20-216	14	2			31					24
Drill Meets	2	53	5	0	0	58	1, 9-12	25-33	2	0								2
Football Games	22	1365	68	1	0	1434	9-12	32-100	10	0			7					15
Gymnastics Meet	4	82	6	0	0	88	7-9	[illegible]	4	0			1					4
Hockey Game	1	70	9	0	0	79	1-6	79	1	0			1					1
Homecoming & Prom Prac.	2	66	7	0	0	73	9-12	33-40	2	0								2
Journalism Convention	1	23	1	0	1	25	7-9	25	1	0								
Military Ball – R.O.T.C.	2	65	2	0	2	69	9-12	32-37	1	0			2					2
Playdays	7	175	13	0	1	189	7-12	19-37										7

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TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Extra School Activities (cont)																		
Spanish Language Festival	1	27	2	2	0	31	9-12	31	1	0			1					1
Special Ed. Olympics	2	130	12	0	6	148	Spec. Ed.	38-110	2	0			1					2
Swim Meet	3	66	3	0	0	69	7-9	21-25	3	0								3
Track Meet (boys & girls)	14	543	33	0	2	578	6-12	30-49	7	0			6					14
Wrestling Meet	6	199	18	2	2	221	6-12	23-60	4	0			1					5
Fantasy of Trees	1	13	1	0	2	16	3-5	16	1	0			1					
Farms: Buffalo City, U.S.A.	1	85	3	4	0	92	1	92	1	0				1	1			
Cooper Farm	8	230	13	15	5	263	Pre-1–2	23-52	5	0	5	1	1	6	1			
McCartney Horse Farm	1	82	3	4	1	90	2	45	1	0				1			1	
Ponderosa Western Rnch.	1	82	3	5	2	92	6	92	1	0			2					
Roberts Dairy Farm	10	365	17	13	16	411	K-1, 5	26-55	8	0	4	1	3	9	2		2	
Two Rivers	10	594	26	18	6	644	K-2, Spec. Ed.	45-112, 63	8	0	4		3	4	3			
Fire Stations	14	368	17	10	4	399	K-2, 5	17-46	10	0	1	1	1	14				
Firemen's Badge Ceremony	1	20	2	0	0	22	2	22	1	0			1	1				
Florence Boat Dock	1	15	1	0	0	16	Pre-4	16	1	0				1			1	
Florists: Bradley Florist	2	20	1	0	1	22	2	22	1	0					1			
Hanscom Greenhouse	1	27	2	0	1	30	6	30	1	0					1			
Harpster Florist	1	24	1	0	0	25	2	25	1	0				1	1			
Minne Lusa Gnhs. & Fl.	15	459	21	7	11	498	K-3, Spec, Ed.	23-69, 32	8	0	3		2	1	15		2	
Food Processors:																		
Butternut Coffee	10	250	14	3	4	271	6	24-29	6	0			1	10				
Frito-Lay Company	5	135	6	1	5	147	3, 5-6, S.E.	27-30, 30	5	0		1	3	2			1	
Gamble-Robinson	6	149	7	2	4	162	Pre-1, 3, 5-6	11-41	4	0	3	1	2	5				
Guys Foods	2	51	2	3	0	56	5	27-29	2	0				2				
Kitty Clover	5	127	5	3	2	137	1-5	16-52	5	0				5			1	
Omaha Candy Co.	7	167	9	6	4	186	1-3, Spec. Ed.	22-43, 14-20	6	1	1			6				1

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TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Food Processors (cont'd)																		
Skinner Macaroni Cen.	4	88	4	2	1	95	3-5	27-29	3	0				4				
Gateway Chrysler-Plymouth	1	27	2	2	1	32	Special Educa.	32	1	0				1				
General Motors Training Cen.	1	35	2	0	0	37	8	37	1	0							1	
Government: City Hall	1	30	2	0	2	34	3	34	1	0				1				
Douglas Cty. Court Hs.	1	29	1	1	0	31	5	31	1	0				1				
Grocery Stores: Bakers	5	147	7	4	1	159	K-1	21-45	4	0	3	1		2				
Central Market	2	69	3	0	3	75	2	24-51	1	0				2				
Food City	2	64	3	3	3	73	K	23-50	2	0	2	1		2	1			
Hinky Dinky & Warehs.	14	376	17	8	2	403	Pre-1–9	22-74	9	1				14	1		1	
Safeway Dist. Center	2	59	4	4	0	67	K	33-34	1	0	2							
Humane Society	1	35	2	2	1	40	1	40	1	0			1		1			
IBM	1	32	1	1	0	34	4	34	1	0		1						
Indian Cultural Center	2	57	2	0	1	60	3	28-32	2	0		1	1	1				
Island of Hope	2	100	4	0	0	104	9-10	27-31	1	0			2		2			
Joslyn Art Museum	45	1507	63	31	18	1619	K-7	16-132	26	1	6	3	13	39	1		1	1
Kreifals Hatchery	3	85	5	0	4	94	1, Spec. Ed.	22-27, 45	3	0			1	3				
Libraries: Clarke-Swanson	9	224	10	5	0	239	1, 3	20-29	5	0	4	6	1	2				
Kellom Comm. Lib.	4	111	4	1	0	116	6	28-30	2	0	3	3	1	1				
Mainelli Company	1	10	0	0	1	11	9-12	36	1	0							1	
Movies & Productions	25	1329	66	21	17	1433	K-9	27-135	17	5	5	5	17	3	1			9
Medical Institutions:																		
Archbishop Bergan Hosp.	1	35	2	0	0	37	5-6	37	1	0								1
Blood Bank	1	15	1	0	0	16	9-12	16	1	0							1	
Creighton University Clinic	3	100	7	1	8	116	K-1	23-47	3	0	1				2			
Gene Eppley Complex	4	166	6	2	1	175	2, 4-8	44-77	3	1	2		1	2	1		2	
Omaha Nursing Home	1	80	3	3	0	86	4	86	1	0								1

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TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Medical Institutions (cont'd)																		
Poison Control Center	4	157	8	2	4	171	K, 10	32-55	3	0					2			2
Veterans Admin. Hosp.	1	45	2	1	0	48	7-9	48	1	0			1					
Mutual of Omaha	1	20	1	0	0	21	9	21	1	0			1			1	1	
Nebraska Fish Hatchery	5	144	6	9	1	160	3-4, 6, Spec. E.	31-35, 30	3	1				2	4			
Neighborhood Tours	5	180	7	5	5	197	2	28-72	4	0			1	5				
O'Donnel Retreat House	1	22	2	0	0	24	1-8	24	0	1								1
Offutt Air Force Base	12	597	23	10	2	632	Special Educa. K-5, 9-12	28 27-180	10	0			2	8	7		3	
Omaha Playhouse Tour	2	200	4	0	4	208	9	104	2	0	2		2					
Omaha Steel Works	1	20	2	0	0	22	8	22	1	0							2	
Omaha Stock Yards	1	27	2	0	0	29	5	29	1	0				1				
Omaha Tour	12	505	22	4	14	545	3	27-57	8	0			1	12				
Parks: Benson Park	1	190	12	20	12	234	Primary	234	1	0	1				1			
Elmwood Park	5	741	34	5	5	785	1, 5-9	52-342	4	0			2		2			3
Fontenelle Forest	29	971	42	27	11	1051	1-12	22-64	15	4	1	3	5	14	21	3		1
Fontenelle Park	5	370	21	0	4	395	K-8	34-192	3	1					2			5
Hanscom Park	5	345	12	1	5	363	1-3	28-118	3	0				1	4			4
Hummel Park	4	187	9	3	8	207	6	32-79	3	0			2	1	2			3
Mandan Park	6	285	13	4	2	304	3, 5-6, 9-11	30-85	4	1				1	2			5
Peony Park	1	69	3	8	2	82	6	82	1	0			1					
Pipal Park	1	14	1	0	0	15	5	29	1	0					1			
Ponca State Park	1	68	1	2	1	72	8	72	1	0	1	1	1	1			1	
Paxton Vierling Steel	2	58	4	0	0	62	9	30-32	1	0				2				
Pet Shops: Bird House Pet	2	52	2	2	0	56	1	28	1	0				2				
Docktor's Pet Shop	2	47	2	6	1	56	K-1	17-39	2	0	1			1	1			
Pet Lodge of Omaha	1	27	1	0	1	29	1	29	1	0		1						
Police Station	41	1373	68	29	23	1493	1-9, Spec. Ed	15-124, 34	26	1	1	1	10	33			4	2

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TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Post Office	27	902	47	10	25	984	1-9	22-57	15	1	2	1	4	23			5	
Project Chance	1	30	4	0	2	36	Special Educa.	36	1	0	1		1					
Radio & TV Stations: KETV	3	70	6	0	0	76	3-6	25-26	2	0	1	1		1				2
KMTV Studios	2	52	2	1	1	56	5	28	2	0		1	1	1				
KOWH Studios	4	166	7	0	2	175	2, 4-8	22-125	2	1	2		1	2				1
KOZN/KOWH F.M.	1	30	1	1	0	32	2	32	1	0				1				
Omaha Univ. ETV	1	26	1	0	1	28	2	28	1	0				1				
Restaurants: Bishop Cafeteria	1	39	1	2	1	43	5	88	1	0	1		1	1	1			
Commodore Hotel	1	5	1	0	1	7	9-12	36	1	0							1	
French Cafe	1	22	1	0	0	23	7	23	1	0		1	1			1		
King's Food Host	1	10	0	0	0	10	5	29	1	0				1				
Holiday Inn	1	13	0	1	0	14	10-11	45	1	0			1					1
Ricardo's Casa de Taco	3	155	11	0	2	168	7-12	54-60	1	0			3					
Silver Lining	1	23	1	3	1	28	3	28	1	0			1	1				
Roller Bowl (skating)	14	1357	57	14	29	1457	4-12	27-214	10	1			8	1			1	11
Security Window	1	40	2	0	0	42	7	42	1	0							1	
Shoe Factory	1	38	2	0	1	41	4	41	1	0	1		1					
State D.E.C.A. Convention	1	27	2	0	0	29	11-12	29	1	0			1				1	1
Synagogue	1	50	3	0	0	53	7-8	53	0	1			1					
Taxidermist	2	50	4	0	0	54	5-6	25-29	1	0		1			1			
Train Trip to Council Bluffs	9	274	13	10	9	306	K-3	27-45	6	0	1	1		7				
Texaco Bulk Plant & Station	1	47	2	4	0	53	K	53	1	0	1			1				
Union Pacific Museum	18	563	29	8	7	607	3-6, 9, Spec. E.	23-57, 34	13	0	1	2	7	12		1	1	
Utilities: Florence Water Wks.	2	87	4	5	4	100	2, 4	33-67	2	0	1				1			1
Omaha Public Power	4	95	6	0	1	102	7, 9-12	27-37	3	0				2			2	
Ft. Calhoun Power Plt.	1	5	1	0	1	7	9-12	36	1	0							1	
Northwestern Bell	14	456	22	2	6	486	1-8	16-62	8	0	1	1	1	11			3	

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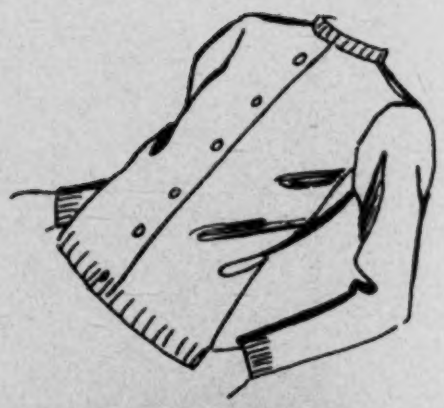
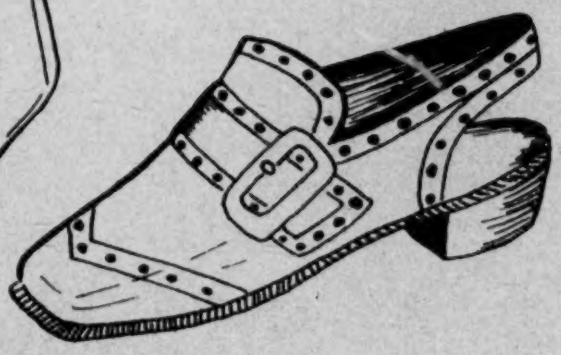
TRIP HOSTS 1970-71 CONTINUED

HOSTS	Number of Visits	Number of Pupils	Number of Teachers	Number of Parents	Other Adults	TOTAL	Grade Level Making Visits	Size of Group Making Visits	No. of Schools		Language Arts	Reading	Cultural	Social Stds.	Science	Math	Vocational Skills	Other
									Public	Non-Public								
Utlities: (continued)																		
Northern Natural Gas	1	20	1	0	0	21	9	21	1	0			1			1	1	
Velma's Beauty Shop	1	57	1	0	3	61	5-6	61	1	0			1					
Veternarian: Dr. Pittman's	2	69	4	0	5	78	Pre-1—3	32-46	2	0					2			
Western Electric	2	63	3	2	1	69	4-5, 9	32-37	2	0			1	1	1		2	
Weyerhaeuser Lumber Co.	2	74	3	6	0	83	4	35-48	1	0				2				
Woodman of the World Tower	1	26	2	0	0	28	4	28	1	0			1	1				1
World Herald Newspaper	7	180	11	5	1	197	2-8	22-33	7	0	1	5		1				1
TOTAL: 161	993	42531	1960	904	628	46023			627	36	118	70	306	465	155	13	59	203

Continued on Next Page

personal needs of children





$37,701

PROJECT NUMBER 71-201
ACTIVITY NUMBER 92

Project Number 71–201
Activity Number 92

Personal Needs of Students
Service Objective Worksheet

Objective 1

Provide additional funds for shoes, clothing, and hot lunches for Title I area students attending school.

Objective 2

Provide funds for glasses and hearing aids for Title I area students who need this special type of support.

A table reporting the requests which were fulfilled by Title I funds supplementing existing local funds shows the scope and diversity of this support. These needs were verified by community aides, visiting teachers and school principals. Attendance in school served as a basic criterion for granting the 3,095 requests represented. Individual request forms are filed for audit purposes.

SCHOOL	Shoes	Shirts	Pants	Underwear	Socks	Dresses	Coats	Slips	Skirts	Sweaters	Mittens	Hats	Blouses	Short & Tops	Glasses	Hearing Aids	Requests Filled
Elementary																	
Central Grade	15	2	11	47	33	16	3	6									133
Conestoga	99	13	17	8	10	14	31	6		2							200
Druid Hill	46	8	8	19	3	2	6	1							3		96
Franklin	92	3	12	37	45	15	41	13		4							262
Highland	8						2										10
Indian Hill	48	2	2		6	3	2	2									65
Kellom	82	6	6				36								3		133
Kennedy	79	33	41	58	23	18	60	11		3	2	2					330
Lake	72	10	22	40	8	12	37	7							1		209
Long	47	8	9	7	5	5	16	3									100
Lothrop	65	8	8	21	12	12	74	6									206
Monmouth Park	54	2	2	2	16	13	25	12			15	15			1		173
Pershing	28	5	9	18	13	8	7	8			5	5			1		107
Saratoga	96	6	14	32	37	13	21	4									223
Yates	6	1	3	5	4	3	3	2								1	28
Junior High School																	
Indian Hill Jr. Hi.																	
Horace Mann Jr. Hi.	67	34	34	73	27	17	42	13			1	2			2		312
Technical Jr. Hi.	44	21	19	16	24	11	14	2		2					1		154
Senior High School																	
Technical High.	40	22	20	40	32	21	16	11	1	1	1		1	1	1		208
Non-Title I Schools (Title I area residents)																	
Clifton Hill Elem.	15	3	2				6							6			32
Central High School	3			12	6	3	3	6									33
North High School							1										1
Parochial																	
Christ the King						1											1
Phillip Neri							2										2
Sacred Heart	13	5	5	16	8	5	16	4			2	2					76
St. Anthony's	1																1
TOTALS	1020	192	244	467	312	192	464	117	1	12	26	26	1	7	13	1	3095

Project Number 71–201
Activity Number 92

Personal Needs of Children
Service Objective Worksheet

Objective 3

Support the breakfast program for Title I area schools by providing helping aides.

A list of the thirty-two "Breakfast Aides" is provided to show their deployment throughout the Title I area. In addition, the "Monthly Breakfast Count" table demonstrates the number of breakfasts served per month in the ten Title I schools supported by the breakfast program. As it indicates the total number of breakfasts served in the Title I area during the 1970-71 school year was 235,880.

According to several principals and many teachers, the breakfast program helped alleviate behavior problems during the morning class periods. Specific measures of increased learning were not made for this program; however, expressions such as "increased attention span", "less irritability" and "fewer emotional outbursts" were heard frequently when the breakfast program was discussed.

Project Number 71–201
Activity Number 92

Personal Needs of Children
Service Objective Worksheet

Title I Breakfast Aides, Project 92

Janet Mills	Central Grade
Marilyn Owen	Central Grade
Peggy Brumley	Central Grade
Rosa Trimble	Conestoga
Mary Curren	Conestoga
Mary Reeves	Conestoga
Irene Buttermore	Franklin
Lillian Ingram	Franklin
Eileen Strong	Highland
Irma Allston	Highland
Callie Stearns	Indian Hill
Alberta West	Indian Hill
Alma Grant	Kellom
Dorothy Fleming	Kellom
Lucille Hawkins	Kellom
Laura Nash	Kellom
Ruth Mosley	Kellom
Mary McCarthy	Kellom
Helen Dixon	Kellom
Reda Keller	Kennedy
Velma Bell	Kennedy
Willie Combs	Kennedy
Barbara Dailey	Kennedy
Ida Willie	Lake
Helen Barner	Lake
Mary Rose	Lothrop
Geraldine Stewart	Lothrop
Wilma Baker	Pershing
Faith Delezene	Pershing
Katherine Wolf	Pershing
Barbara Ruckman	Pershing (sub)
Pat Randall	Pershing

MONTHLY BREAKFAST COUNT
Title I Area
1970-71

	Sept. 24*	Oct. 20	Nov. 19	Dec. 14	Jan. 15	Febr. 17	March 23	April 17	May 20	Total
Indian Hill	7098	6717	6239	4516	4123	4968	7026	4769	5451	50,907
Central Grade	2001	1923	1469	1120	1090	1471	2224	1408	1675	14,381
Conestoga	1434	1512	1523	929	1060	1579	2007	1306	1331	12,681
Franklin	4248	3619	3443	2155	1655	2374	3427	2262	2518	25,701
Highland	—	1804	2178	1515	1248	1495	2020	1298	1610	13,168
Kellom	4209	4788	4463	3185	2717	3473	5248	3883	4280	36,246
Kennedy	3583	3049	2745	1782	1565	1961	3202	2043	2405	22,335
Lake	2047	2062	1855	1261	1032	1480	2289	1722	1925	15,673
Lothrop	5115	4316	3538	2496	2001	2787	4164	2597	3163	30,177
Pershing	—	1651	2166	1677	1558	1854	2421	1495	1789	14,611
Total	29,735	31,441	29,619	20,636	18,049	23,442	34,028	22,783	26,147	235,880

* Number of days breakfast was served

EVALUATION

and

INTERPRETATION

\$74, 953

Activity Number 94

Project Number 71–201
Activity Number 94

Evaluation & Interpretation
Service Objective Worksheet

Objective 1

To provide information and data necessary for:

a. the annual Office of Education "Consolidated Program Information Report"

b. the "Local Educational Agency Annual Evaluation Report of Title I Projects"

a. The data required for the completion of the "Consolidated Program Information Report" was submitted at an earlier date by other offices of the Omaha Public Schools. These requests have been fulfilled to survey the scope and effects of the participation in federal programs by the Omaha Public School District.

b. This publication and the accompanying material are organized to provide the information and data required for the annual "L.E.A. Report". The information is organized to meet several levels of interest among varied readers.

Evaluation & Interpretation

Service Objective Worksheet

Objective 2

To cooperate with those persons responsible for each activity or program in initiating and executing appropriate appraisal procedures for the specific activity or program under their direction.

Objective 3

To assist those persons responsible for each activity or program and the classroom teachers in the development of writing precise, measurable behavioral objectives.

A great deal of time was spent developing closer ties with the several activity and program leaders to develop and carry out meaningful appraisal procedures. Reports, questionnaires, data collection forms, information summaries, tables and charts were developed to show scope, production or gains for specific activities or programs. The results of these efforts are presented in this volume.

A lesser amount of time was spent assisting in the development of measurable behavioral objectives. This is, however, a continuing need. The greatest assist was that of creating the "positive climate" for the introduction of objectives oriented toward specific skills.

A model for the evaluation of Title I programs was prepared and presented to central staff members of the Omaha Public Schools. This model makes provisions for end-product evaluation on the basis of performance skills and/or specific behavioral objectives.

Evaluation & Interpretation
Service Objective Worksheet

Project Number 71–201
Activity Number 94

Objective 4

To continue the development of the Student Data Bank, the following functions are projected:

a. Collection and storage of student data in a continuous, systematic manner.

b. Retrieval of stored data when need for analysis, interpretation and reporting.

According to Daniel L. Stufflebeam, a prominent evaluation specialist, "Educational evaluation is the process of obtaining and providing useful information for making educational decisions."

The above definition explains the high priority being placed upon the collection and storage of data for individual students. Changes in student achievement levels, student attendance, student mobility and individual assessment of "school learning ability" have been accumulated for use.

After student information has been collected and stored, its retrieval and subsequent analysis are in order. Efforts to date have been directed toward the compilation or drawing together of data from several sources for identifiable project groups. The details of the "software" or programming necessary for the production of reports is available for examination. However, a resume' from the Dataflex Corporation is included to give the reader greater insight as to the possible utilization of student information. The design of this work was such that the data can be used in the several evaluation strategies, i.e., context, input, process and product, as required.

The communication from the Dataflex Corporation follows:

dataflex corporation

120 south 41st street omaha, nebraska 68131 402-556-7374

Dr. Lloyd C. Texley
Evaluation Coordinator
3819 Jones Street
Omaha, Nebraska

Dear Lloyd:

This letter is an attempt to summarize what has been done to date on the group testing phase of our contract. I have also included the work in progress as well as what I feel your department should be doing to insure continued progress on the contract.

A copy of our system documentation on work through September 15 will be available shortly.

Sincerely,

Ron Brooks

Ron Brooks

RB/jp

cc: Bob Davis
Rene Hlavac
Rollie Schwery

dataflex corporation

120 south 41st street omaha, nebraska 68131 402-556-7374

AUGUST 1 WORK TO DATE

1. The following reports may be produced using card input and using tapes on file at ESU Data Center.

   - Listing of students by school scoring below 50th percentile on Lorge-Thorndike and ITBS tests.

   - Lorge-Thorndike Test analysis by IQ bands within sex and minority group.

   - ITBS pre-post test analysis by attendance interval within IQ interval.

2. The following functions have also been completed.

   - Ability to merge attendance cards with group test records.

   - Ability to transfer test data for Lorge-Thorndike and ITBS Tests from ESU Data Center tape files to the TITLE I disk pack. (After class list tapes only).

   - Ability to transfer ITBS test data on cards (per defined format) to the TITLE I disk pack.

   - Compatibility of TITLE I disk pack with the student data base at ESU Data Center.

   - Ability to transfer data on TITLE I disk pack directly to the student data base at ESU Data Center if the need should ever arise.

   - Ability to convert ITBS grade equivalents to percentile and store in the system.

dataflex corporation

120 south 41st street omaha, nebraska 68131 402-556-7374

AUGUST 1 WORK IN PROGRESS

The following projects are in progress and should be complete by September 15.

- The ability to create a project group of student numbers or school codes and store in the data base or on the TITLE I Pack.

- The ability to have the computer assigns project numbers to project groups and list the member of the group.

- The ability to store descriptive data with each project group.

- The ability to have the computer build a project group of students knowing only the school and/or test code.

- The ability to have the computer build a project group of students using specific student numbers submitted on cards.

- The ability to delete project groups from the system.

- The ability to delete specific tests from the system.

- The ability to select all test records from the ESU Student Data Base or TITLE I Pack by school and test code for input to report writing programs.

- The ability to select all test records from the ESU student data base or TITLE I Pack by project group.

- The ability to print reports written to date using the ESU Student Data Base or TITLE I Pack as input rather than card or tape input as previously done.

- An improved Pre-Post ITBS test analysis whereby student name, selection by caucasian-non-caucasian, selection by sex is possible.

dataflex corporation

120 south 41st street omaha, nebraska 68131 402-556-7374

AUGUST 1 RECOMMENDED WORK IN PROGRESS BY TITLE I DEPARTMENT

1. Communicating with ESU Data Center to insure that all test data presently on tape file is being written to the TITLE I disk pack using programs filed at the Data Center.

2. Definition of any further reports needed using L-T or ITBS test data as input.

3. Definition of input data and reports using any other test data - Such as M.A.T.

4. Definition of input record format (punched card) enabling programs to be written converting raw score directly into a form that may be stored in the ESU Student Data Base or on the TITLE I Pack. In particular the format of the cards produced by the OCR Machine.

Evaluation & Interpretation
Service Objective Worksheet

Project Number 71–201
Activity Number 94

Objective 5

To assist in the interpretation and reporting of a breadth of understanding within the school system and the community at large.

No formal presentations were made during the course of the year. However, several occasions arose at which time information available to this office was shared.

A model for the utilization of the several evaluation strategies as a part of program development was organized and presented to members of the administrative staff. Elements of this model were applied to demonstrate its use. Each strategy (context, input, process and end-product) was thus displayed.

Project Number 71–201
Activity Number 94

Evaluation & Interpretation

Service Objective Worksheet

Objective 6

To pre-test and post-test all Title I Students in grades 1-6 before October 15, 1970 and after April 15, 1971.

Accompanying logs of standardized testing demonstrate the diligence of teachers. Membership compared with the number of tests submitted indicates that 97.3 percent of the students were included on the pre-testing program and 97.0 on the post-testing program.

Another important aspect of this effort lies in the fact that student identification number coverage in the Title I area was almost perfect, in spite of the fact that many of the children were new to the Omaha Public Schools or had changed schools. A table showing the mobility of Title I students is attached.

LOG OF TITLE I AREA GROUP TESTING — Pre–Test — Fall – 1970–71

SCHOOL	Metropolitan Readiness		Metropolitan Achievement		Lorge – Thorndike Intelligence				Iowa Test of Basic Skills							
	Grade 1		Grade 2		Grade 3		Grade 6		Grade 3		Grade 4		Grade 5		Grade 6	
	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested
Central Grade	26	26	19	18	16	16	13	12	13	13	14	14	13	12	17	17
Conestoga	NA	NA	NA	NA	NA	NA	97	95	NA	NA	106	100	84	78	97	94
Druid Hill	51	51	66	66	57	57	64	63	57	57	71	70	50	46	64	63
Franklin	187	184	136	136	127	119	142	142	127	123	143	132	117	115	142	138
Highland	82	81	57	56	53	52	43	41	53	50	46	46	43	43	43	42
Indian Hill	121	121	85	84	64	60	57	57	64	63	78	65	60	58	57	56
Kellom	126	122	108	104	71	71	64	62	72	72	78	70	68	67	65	65
Kennedy	164	163	66	65	87	85	81	66	87	86	88	84	82	75	81	68
Lake	79	76	63	63	50	50	NA	NA	50	47	NA	NA	NA	NA	NA	NA
Long	45	44	47	47	41	41	NA	NA	43	43	NA	NA	NA	NA	NA	NA
Lothrop	137	128	113	111	126	126	115	114	113	107	113	97	125	123	121	121
Monmouth Park	83	83	76	75	80	79	88	85	80	79	90	89	74	71	88	86
Pershing	20	20	21	21	29	29	27	26	29	27	24	23	30	28	27	27
Saratoga	97	95	120	118	91	91	100	95	91	90	125	118	88	84	100	96
Yates	50	49	43	43	49	48	42	41	49	47	32	29	41	39	42	42
Title I Mbrshp	1268		1020		941		933		928		1008		875		944	
Number Tested		1243		1007		924		899		904		937		839		915

LOG OF TITLE I AREA GROUP TESTING — Post–Test — Spring – 1970–71

SCHOOL	Metropolitan Achievement		Metropolitan Achievement		Iowa Test of Basic Skills							
	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested	Mbrshp	Tested
Central Grade	21	17	21	15	14	14	16	16	18	18	12	12
Conestoga	NA	NA	NA	NA	NA	NA	100	98	77	74	96	95
Druid Hill	50	50	64	64	60	60	69	69	56	53	69	66
Franklin	124	121	136	131	100	98	142	131	107	106	142	133
Highland	65	64	65	65	56	56	49	44	44	44	42	42
Indian Hill	95	93	82	78	59	58	73	73	56	55	67	67
Kellom	111	100	95	93	68	68	73	72	67	67	59	59
Kennedy	114	114	64	63	81	77	83	83	79	69	72	64
Lake	72	72	61	61	47	45	NA	NA	NA	NA	NA	NA
Long	47	47	41	41	42	42	NA	NA	NA	NA	NA	NA
Lothrop	119	119	105	102	106	102	120	103	140	120	131	116
Monmouth Park	64	62	60	60	81	81	90	87	71	70	83	81
Pershing	16	16	24	24	29	29	26	26	21	21	28	28
Saratoga	89	89	120	119	95	92	128	120	87	87	101	86
Yates	47	47	40	40	52	52	27	26	37	37	40	40
Title I Mbrshp	1034		978		890		996		860		942	
Number Tested		1011		956		874		948		821		889

Ratio of Transfers and Withdrawals To Entries During 1970–71*

OMAHA PUBLIC ELEMENTARY SCHOOLS TITLE I AREA

School	Entries	Transfers	Withdrawals	Membership June 1971	Percent of Entries Leaving the School
Central Grade	258	73	4	181	29.8%
Conestoga (4-6)	377	54	5	318	15.6%
Franklin	1221	171	4	1046	14.3%
Highland	459	69	1	389	15.3%
Indian Hill (K-6)	679	140	11	528	22.2%
Kellom	746	120	4	622	16.6%
Kennedy	822	135	11	676	17.7%
Lake (K-3)	375	76	3	296	21.1%
Long (K-3)	236	41	3	192	18.6%
Lothrop	1046	187	7	852	18.5%
Monmouth Park	669	99	0	570	14.8%
Pershing (K-8)	315	56	4	255	19.0%
Saratoga	897	141	2	754	15.9%
Yates	397	94	5	298	24.9%
TOTALS					
Title I Area Elementary	8,497	1,456	64	6,977	17.9%
	*****	*****	***	*****	******
Non-Title I Area Elementary	34,083	3,557	175	30,337	10.9%
District-Elementary	42,580	5,013	239	37,314	12.3%
District-Total (All Grades)	73,058	8,307	3,020	61,731	15.5%

* Information taken from the fourth Quarter Term Report of Principals and the summary of these reports from General Administration. These reports include information for the school year 1970-71 only.

Evaluation & Interpretation

Service Objective Worksheet

Objective 6 (continued)

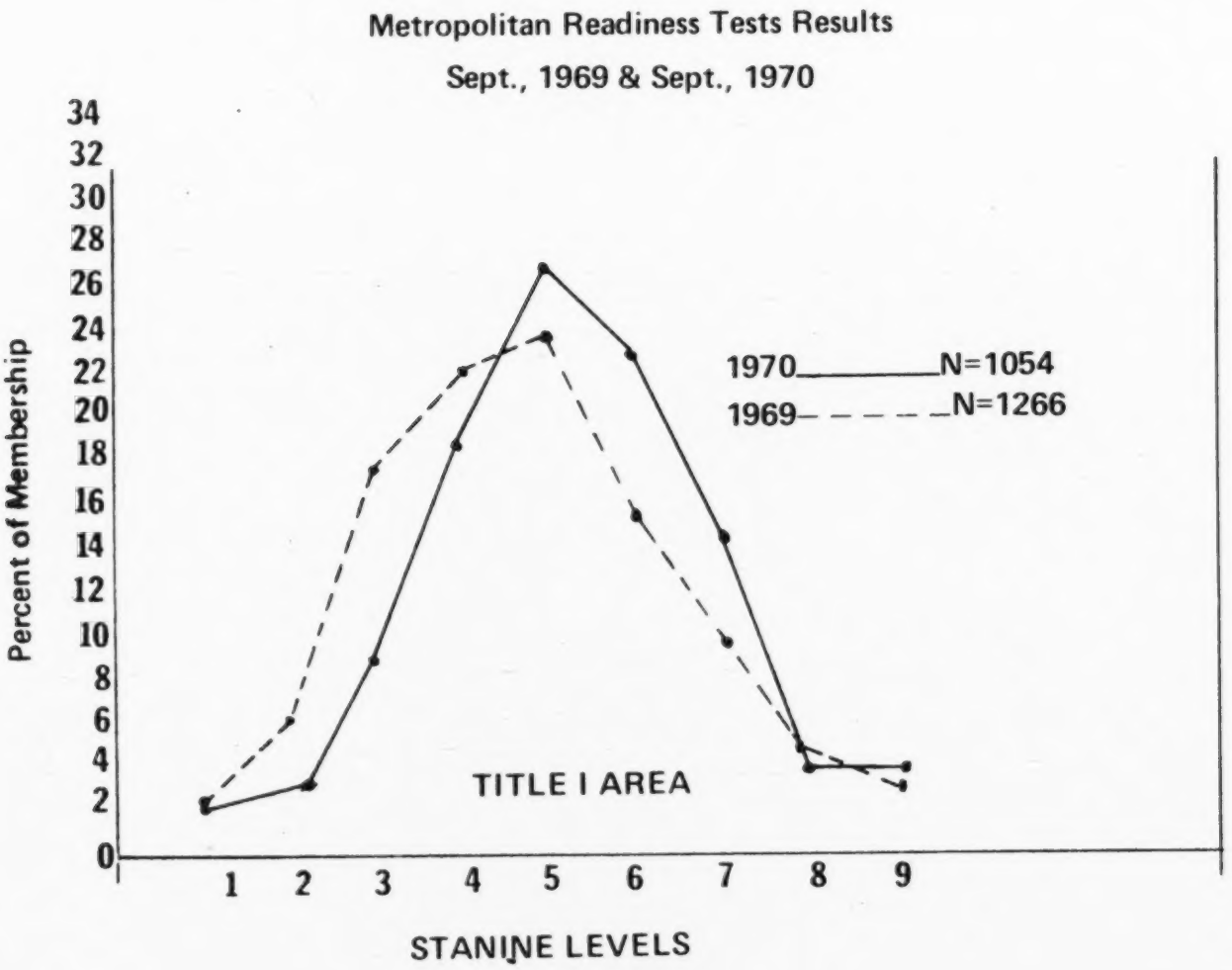
Other Findings From the Data Collected:

A look at the results of the Grade One Metropolitan Readiness Test given in September, 1970 shows 87.7 percent of the Title I area students were in or above the fourth stanine.

In the recent past, findings indicated that only about 60 percent of the first graders were in this "likely to succeed" group.

The continued effort of the Omaha Public School District, including the supplementary input of the Title I Program, is credited with this 27.7 percent increase in overall instructional preparedness of beginning first graders.

The graph below shows the distribution of the Title I area by stanine level. Progress from September, 1969 to September 1970 is clearly visible.



Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

A very direct relationship is apparent between kindergarten attendance and "readiness level" as shown by the Metropolitan Readiness Test (MRT).

The "MRT and Kindergarten Days Absent" graph on the following page shows the likelihood of being prepared for first grade work in terms of the MRT with reference to days attended.

The second attendance-readiness graph isolates and combines the high normal (Level B) and the average (Level C) curves from the total population. These two levels contain seventy-four percent of the total population. This graph indicates that approximately twenty-eight percent of those in these two "likely to succeed" levels missed five or less days of school in kindergarten.

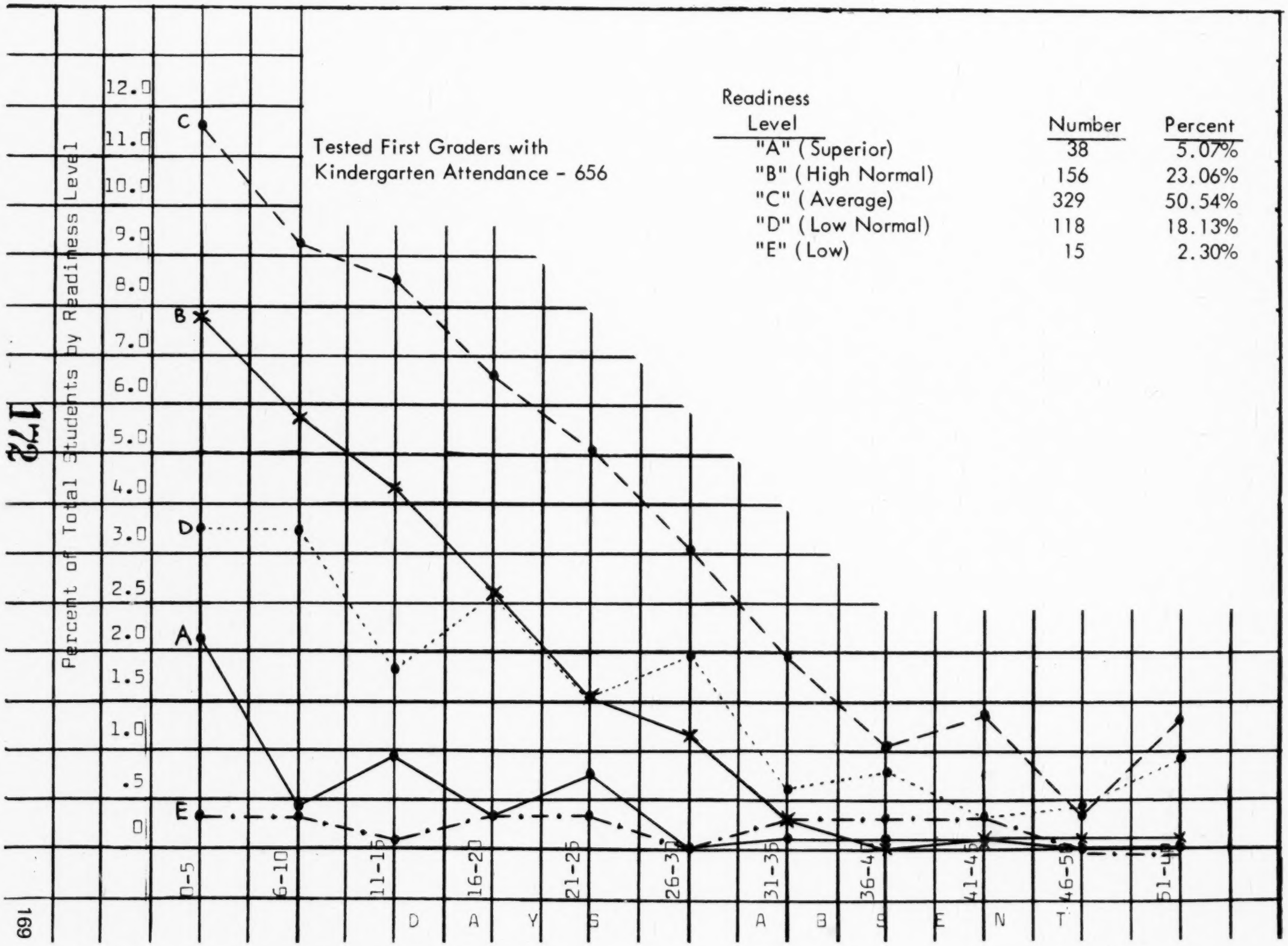
In other evidence relating to absence and readiness level, it was found that of *all* students who scored in Level A (well prepared for first grade work), forty-two percent had missed five or less days. Of *all* children placing in Level E (high chance of difficulty), fifty-one percent missed twenty-one or more days during kindergarten.

These findings demonstrate the need for continued emphasis on encouraging regular school attendance.

METROPOLITAN READINESS TEST (Gr 1-Sept 70) & KINDERGARTEN DAYS ABSENT (69-70)

Days absent by interval compared with percent of total students (651) - By Readiness Level

TITLE 1 AREA



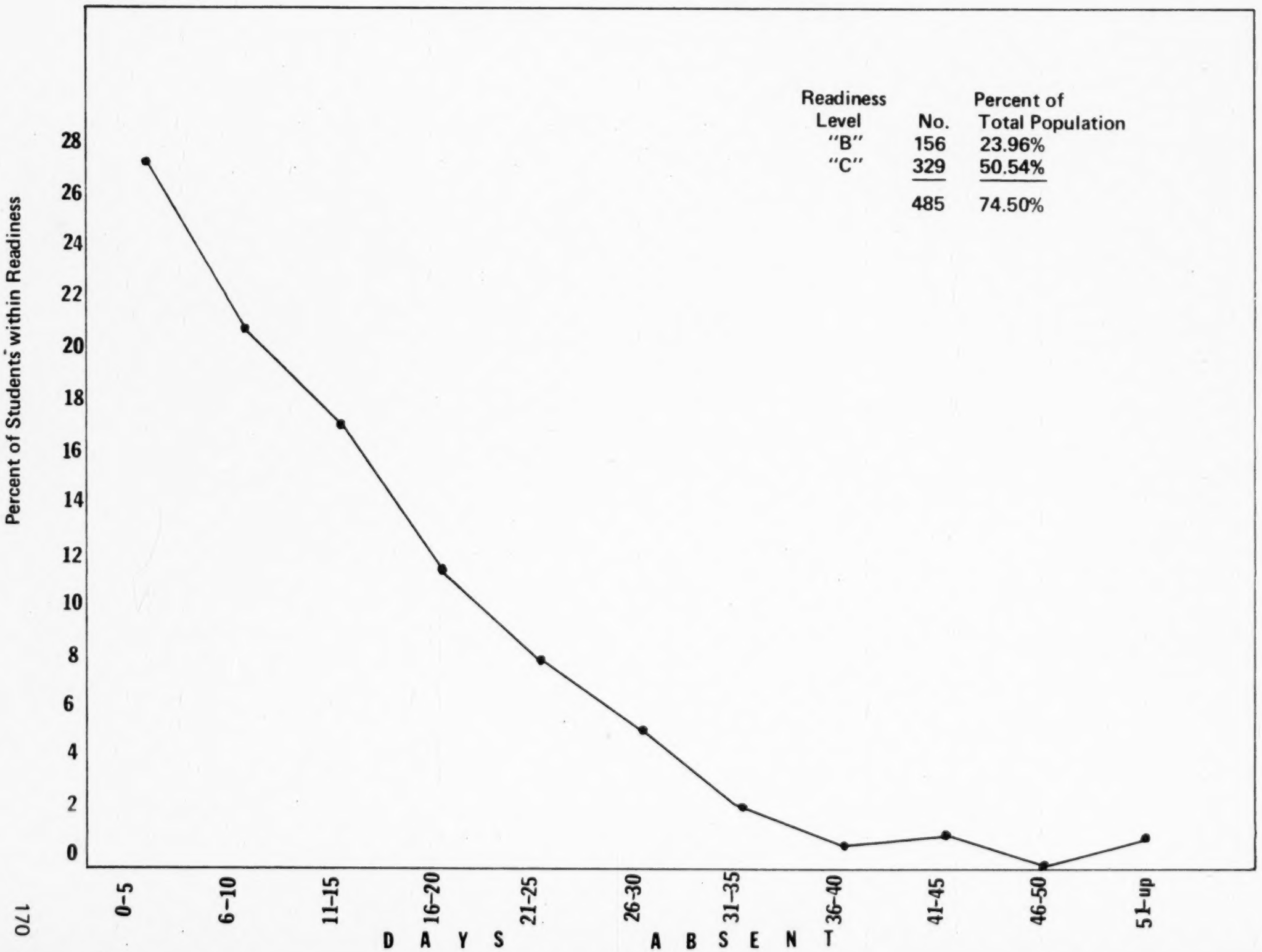
Tested First Graders with Kindergarten Attendance - 656

Readiness Level	Number	Percent
"A" (Superior)	38	5.07%
"B" (High Normal)	156	23.06%
"C" (Average)	329	50.54%
"D" (Low Normal)	118	18.13%
"E" (Low)	15	2.30%

Kindergarten Attendance (1969–70) and M.R.T. Results (9–70)
For Students "Likely to Succeed" (Readiness Levels 'B' & 'C')

TITLE I AREA

Readiness Level	No.	Percent of Total Population
"B"	156	23.96%
"C"	329	50.54%
	485	74.50%



Evaluation & Interpretation
Service Objective Worksheet

Project Number 71–201
Activity Number 94

Objective 6 (continued)

As part of the Title I Public School testing program, the Metropolitan Achievement Test was administered to all available second grade students on a pre-post basis. In September, 1970, 1,007 second graders took Primary Battery I and in April, 1971, Primary Battery II was administered to 958 grade two students. By comparing standard scores for the two tests on the following table we are able to demonstrate the growth of the Title I Area second grade for each of the five subtest areas. It can be seen that these students maintained their position relative to the national norm population and therefore might be considered to have shown normal growth.

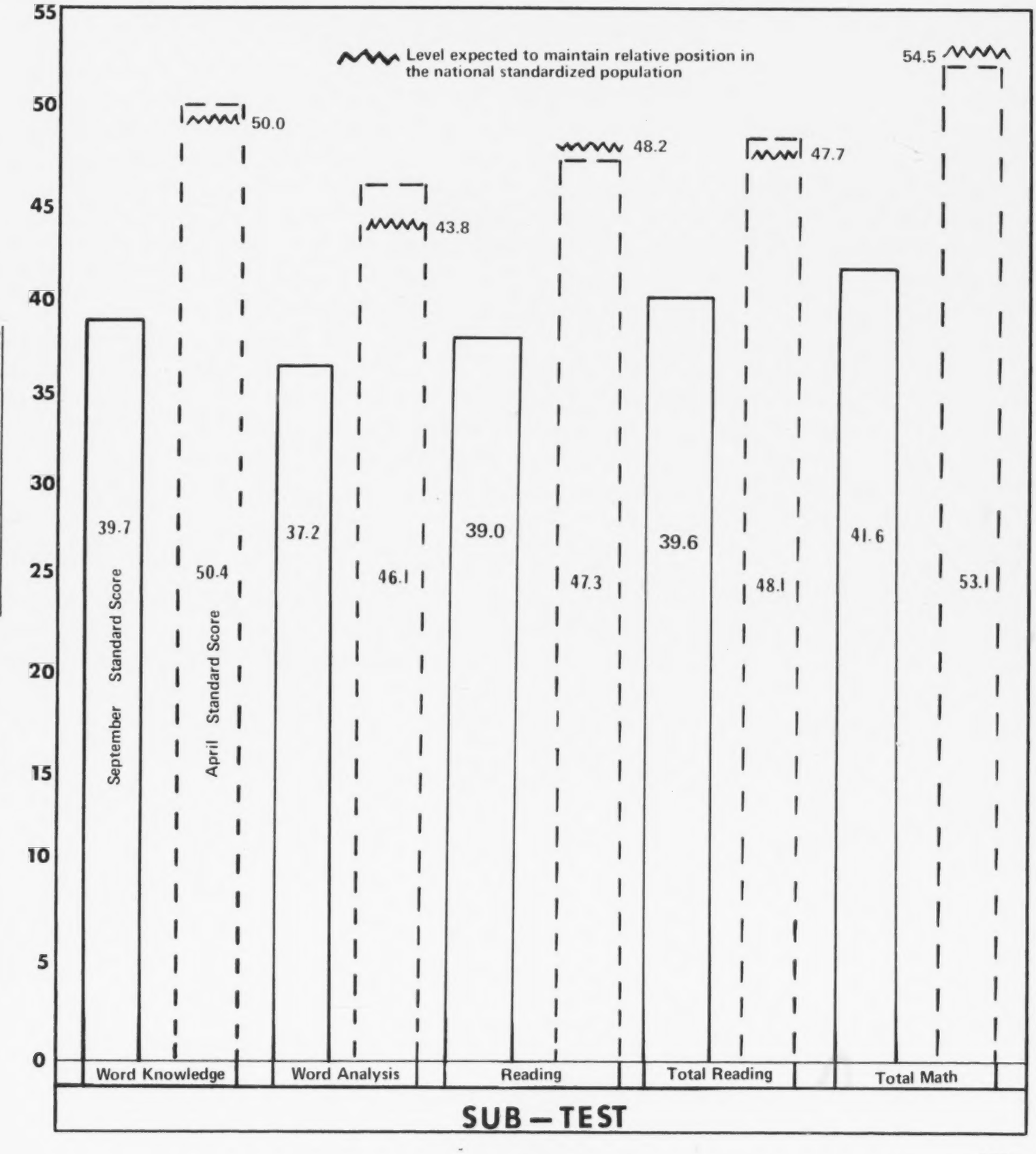
	Standard Scores Sept. '70	Standard Scores April '71	
Subtest		Actual	Expected*
Word Knowledge	39.7	50.4	50.0
Word Analysis	37.2	46.1	43.8
Reading	39.6	47.3	48.2
Total Reading	39.0	48.1	47.7
Total Math	41.6	53.1	54.5

*This data was derived by projecting the growth line of students included in the standardized norm population

An accompanying graph shows this change in another way.

METROPOLITAN ACHIEVEMENT TEST – GRADE TWO
OMAHA TITLE I PUBLIC SCHOOLS
SEPTEMBER 1970 – APRIL 1971

1017	1007	958
Average Daily Membership	September	April
	Number Tested	



Evaluation & Interpretation
Service Objective Worksheet

Project Number 71–201
Activity Number 94

Objective 6 (continued)

A series of tests of abstract intelligence were given students in grade three and six. These tests are based on the premise that most abstract ideas with which the school child or the working adult deals are expressed in verbal symbols. Since the use of printed words may constitute an inadequate basis for appraising an individual's ability, a non-verbal test battery was also used. These batteries make up the Lorge-Thorndike Intelligence Test. The verbal battery consists of subtests measuring vocabulary, verbal classification, sentence completion, arithmetic reasoning and verbal analogy. The non-verbal battery consists of pictorial and numerical subtests involving pictorial classification, pictorial analogy, and numerical relationships. Both are designed to measure as nearly as possible the same mental functions. The Lorge-Thorndike Test was used for determining "school learning ability" of Omaha Title I Area students.

The configuration of scores shown by students in the Title I area as a result of Lorge-Thorndike testing done during 1969-70 prompted the adoption of two measures to improve the measurement of "school learning ability" in grade three this year. First, a consummable machine-scorable test booklet was used so that students would not be required to transfer their answers to a separate sheet. Second, Psychological Services made an individual evaluation of students scoring eighty-five or below on the group testing in grade three. These adjustments, however, were not made for students in grade six because of time limitations.

Redistribution of Title I Area Students, Grade 3, Lorge-Thorndike Scores Eighty-five and Below By Individual Psychological Services Evaluation 1970 - 1971.

SCHOOL	Number of Students Tested	Number Scoring 85 or Below	Percent Discrepancy	Redistribution on Basis of Individual Evaluation			
				EMH	SLOW	AVERAGE	ABOVE AVERAGE
CENTRAL GRADE	16	2	12.5		1		1
DRUID HILL	57	15	17.5	5		6	4
FRANKLIN	119	36	16.8	16	4	15	1
HIGHLAND	52	18	21.2	7	5	6	
INDIAN HILL	60	13	6.7	9		4	
KELLOM	71	8	9.9	1	3	4	
KENNEDY	85	26	18.8	10	3	11	2
LAKE	50	10	16.0	2	1	7	
LONG	41	8	14.6	2	2	3	1
LOTHROP	126	20	9.5	8	3	8	1
MONMOUTH PARK	79	13	8.9	6	1	5	1
PERSHING	29	5	13.8	1		3	1
SARATOGA	91	23	17.6	7	1	15	
YATES	48	12	10.4	7		5	
	924	209	13.8%	81	24	92	12

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

The table on the preceding page shows the redistribution of "school learning ability" levels for students who scored poorly on the third grade Lorge Thorndike test during 1970-71. Half of the children scoring poorly on the group (screening) test showed abilities in the average and above average ranges when individual evaluations were used. It is on the basis of this more accurate information that individual achievement can be compared with expected levels of performance for the determination of program effectiveness.

A further study of ability level, achievement and attendance intervals for grades three through six shows changes in performance skills during 1970-71. Matched longitudinal data were used throughout. In other words, the shifts from pre to post test grade equivalents represent changes for an identical group of students.

A study of data collected showed the completeness of the testing program to be 97.3 percent. While the "September to June mobility" was 17.9 percent, a number of the children continued to participate in the program although attending different schools. An example of this is readily apparent for grade six. In spite of the transfers and withdrawals in Title I area schools (September-June mobility) there were 812 matched sets of scores out of a possible 889 tests submitted at grade six in May, a ratio of 91.3 percent. Another computation showed 88.7 percent of the May membership had matched test data.

Credit must be given to building principals, individual teachers and other supporting staff for their diligence in testing and the care with which the details of the student numbering system was carried out. Every entry required the use of the student's unique identification number. Only .012 percent of the students had not been assigned student numbers at the time data were submitted for processing.

Attendance information was retrieved from each school as an added variable since this study was designed to provide "context" (planning) as well as "end-product" information. It was found that Title I area students in grades two through six attended school ninety-three percent of the time.

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

Grade Three

A table included shows pre and post performance on each subtest for Title I third graders. Attendance data were gathered for 618 of the 659 third grade students taking both the pre and post tests, thereby showing the effect of regular school attendance. In a school year of 179 days those third graders who attended 165 days or more shifted .5 of a grade in reading comprehension, .8 in total language skills, .6 in total arithmetic, and .6 in the accumulated or composite score.

Students who attended "155 to 164 days" showed a lesser change on several subtests. The composite score representing all the subtests was .5 or 16.6 percent less than the score for the attendance interval above. It was also apparent that the composite score for this group was .2 grade equivalent or approximately 2 months less than the achievement level for the group above.

An expected level of achievement for any group of third graders with this ability level would be three years six months. This study showed Omaha Title I third graders to be working at the level of three years four months. It also must be remembered that there are subtle differences between this population and the population drawn for the national standardization of the test.

The figures below show end-of-the-year performance in three attendance intervals for one ability level. Two hundred seventy-one students at the third "school learning ability level" (96-110) were working at the 3.5 grade equivalent level at the time of May 10, 1971 testing. Again there was a direct relationship between attendance and achievement.

Attendance Interval	Students	Grade Equivalent Composite Score
165 or more	*200*	*3.5*
155 – 164	*52*	*3.4*
145 – 154	*19*	*3.3*

It was further noted that the sixty-seven students scoring in the fourth ability level (111-120) achieved a composite grade equivalent of 4.4. This further converts to the seventieth percentile for students working at this ability level. The shift for this group between the pre and post testing was .7 or seven months. Again the "regular attenders" finished the year at a higher level of achievement than other students.

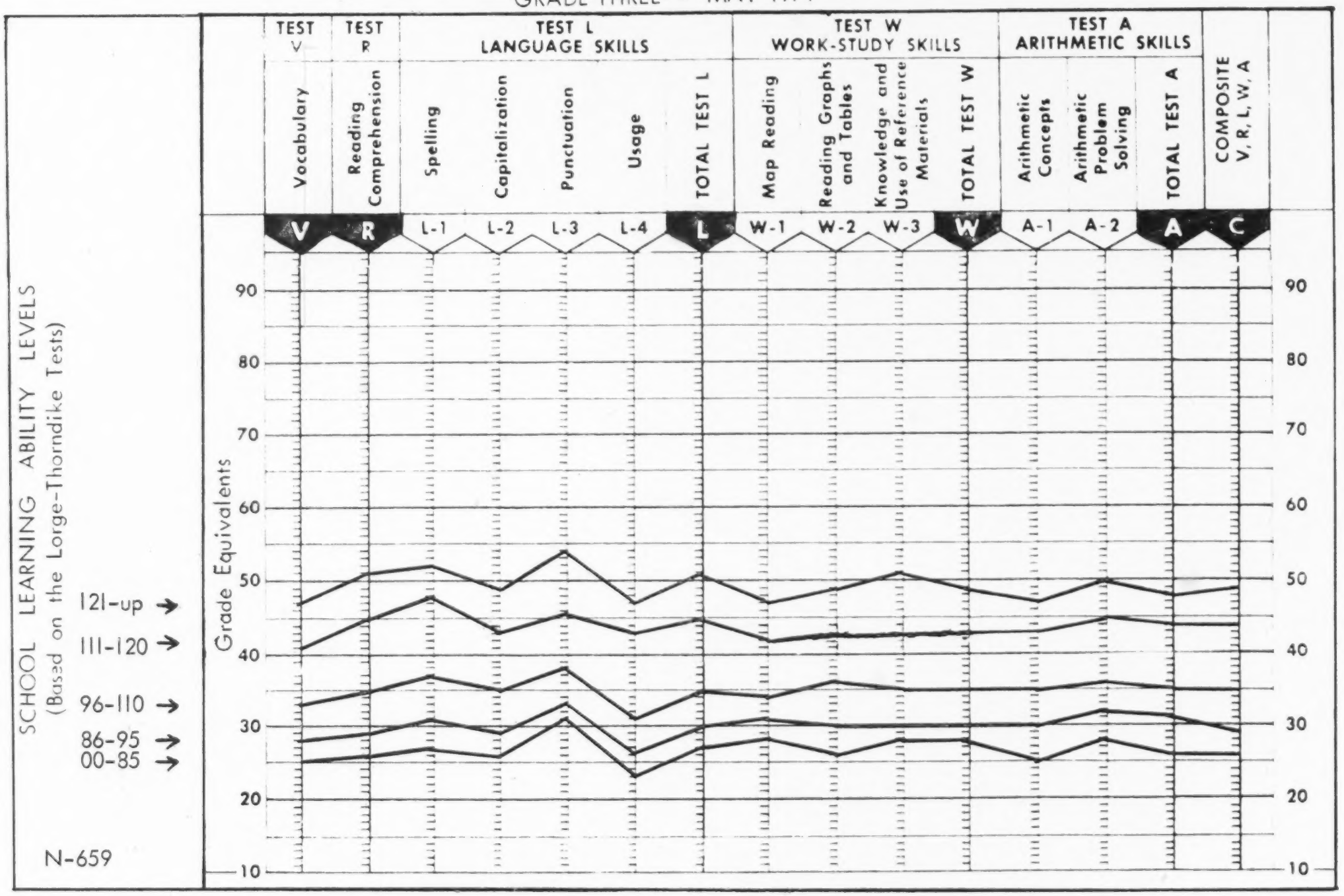
ASSEMBLY OF I. T. B. S. PRE-POST TESTING IN GRADE EQUIVALENTS

All Ability Levels Omaha Title I Public Schools

7/23/71 GRADE 03

Attendance Intervals	No. of Students		Vocab-ulary	Read Comp.	SPELL.	CAP.	PUNCT.	USAGE	Total Lang.	MAPS	TABLES & GRAPHS	REF.	TOTAL WKST	CONCP.	PROB	TOTAL ARITH.	Compos-ite Total
165-up	448	Pre	2.9	3.0	2.9	2.7	2.9	2.7	2.8	2.9	2.8	3.0	2.9	2.9	2.9	2.9	2.9
		Post	3.3	3.4	3.7	3.5	3.9	3.2	3.6	3.4	3.5	3.5	3.4	3.4	3.6	3.5	3.4
		Chng	.4	.5	.8	.8	1.0	.5	.8	.6	.7	.5	.6	.6	.7	.6	.6
155-164	126	Pre	2.8	2.7	2.7	2.6	2.8	2.5	2.6	2.7	2.7	2.9	2.8	2.7	2.7	2.7	2.7
		Post	3.2	3.2	3.4	3.1	3.4	2.9	3.2	3.3	3.3	3.3	3.3	3.2	3.5	3.3	3.2
		Chng	.4	.5	.7	.5	.6	.5	.6	.6	.6	.3	.5	.5	.7	.6	.5
145-154	44	Pre	2.6	2.7	2.5	2.4	2.6	2.5	2.5	2.6	2.7	2.9	2.7	2.6	2.6	2.6	2.6
		Post	2.9	3.2	3.1	3.1	3.2	2.7	3.0	3.2	3.2	3.2	3.2	3.1	3.2	3.2	3.1
		Chng	.3	.5	.6	.7	.6	.2	.5	.6	.5	.3	.5	.5	.7	.6	.5
ALL INTER-VALS	618	Pre	2.8	2.9	2.8	2.7	2.9	2.6	2.8	2.8	2.8	3.0	2.9	2.8	2.8	2.8	2.8
		Post	3.2	3.4	3.6	3.4	3.7	3.1	3.4	3.4	3.4	3.4	3.4	3.4	3.5	3.4	3.4
		Chng	.4	.5	.7	.7	.8	.5	.7	.6	.7	.4	.5	.6	.7	.6	.5

OMAHA TITLE 1 PUBLIC SCHOOLS
POST-TEST ACHIEVEMENT LEVELS BY SCHOOL LEARNING ABILITY
GRADE THREE - MAY 1971



Record of Performance on the Iowa Tests of Basic Skills By "School Learning Ability Levels"*
Title I Area Schools - Grade Three - May 10, 1971

Project Number 71–201
Activity Number 94

Evaluation & Interpretation
Service Objective Worksheet

Grade Six

Attendance data, school learning ability information and pre-post achievement scores were also compiled for grade six. Iowa Test of Basic Skills grade equivalent levels are shown in table form for the October and May testing. All ability levels are collated with the attendance data available. Six hundred eighty four of the 713 students with matched test scores had attendance data available for use.

The expected level of achievement for a sixth grade group with the same "school learning ability level" as the study group, is six years zero months. This group of 812 sixth graders achieved at the grade equivalent level of five years five months. The grade level shift between pre and post testing (October 5 - May 3) was .6 or six months.

It appears that this group showed consistent growth during their elementary school career. It is interpreted that the instructional program provided for a rate of growth above that experienced by other similar "target" populations.

A table showing the achievement of each of the five "school learning ability" levels is included to point out the performance by students with varying abilities. Shifts in grade equivalents are shown for three attendance intervals.

I. T. B. S. COMPOSITE SCORE

		Grade Equivalent		Attendance Intervals					
				165 - up		155 - 164		145 - 154	
School Learning Ability Levels	N	Pre	Post	No.	Shift	No.	Shift	No.	Shift
00 - 85	225	4.3	4.7	161	.4	45	.4	19	.4
86 - 95	223	4.7	5.3	159	.5	47	.6	17	.6
96 - 110	181	5.5	6.3	127	.9	39	.8	15	.7
111 - 120	45	6.3	7.0	31	.8	12	.6	2	.7
121 - up	10	7.2	7.7	6	.6	2	.2	2	.8
Total	684	4.9	5.5	484	.6	145	.6	55	.5

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

The chart which follows graphically portrays the achievement skill level of each ability group. Reading comprehension and language usage are skills which particularly need attention.

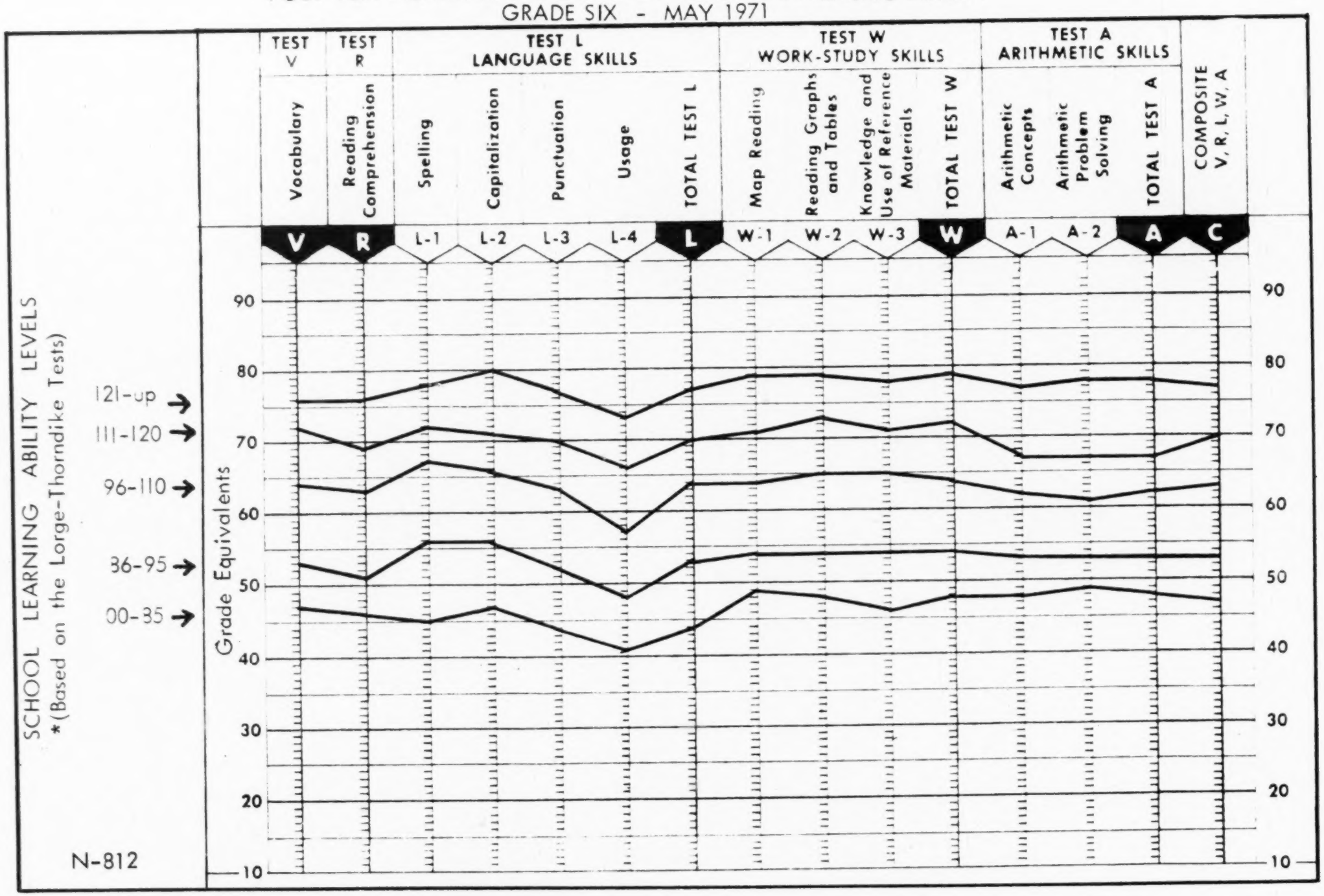
ASSEMBLY OF I. T. B. S. PRE-POST TESTING IN GRADE EQUIVALENTS

All Ability Levels - Omaha Title I Public Schools

7/23/71 GRADE 06

Attendance Intervals	No. of Students		Vocabulary	Read Comp.	LANGUAGE SKILLS					WORK STUDY SKILLS				ARITHMETIC			Composite
					SPELL.	CAP.	PUNCT.	USAGE	TOTAL	MAPS	TABLES & GRAPHS	REF.	Total	CONCP.	PROB. SOLVING	Total	
165-up	484	Pre	5.0	4.9	5.1	5.1	4.9	4.4	4.9	4.7	5.2	5.1	5.0	4.9	4.9	4.9	4.9
		Post	5.5	5.4	5.7	5.8	5.5	5.0	5.5	5.7	5.7	5.6	5.7	5.5	5.5	5.6	5.5
		Chng	.6	.5	.6	.7	.6	.6	.6	1.0	.5	.5	.7	.6	.6	.6	.6
155-164	145	Pre	5.1	5.0	4.9	5.1	4.8	4.6	4.9	4.8	5.2	5.1	5.0	4.8	4.8	4.9	5.0
		Post	5.6	5.5	5.7	5.6	5.3	5.0	5.4	5.7	5.8	5.6	5.7	5.4	5.5	5.5	5.6
		Chng	.5	.5	.8	.5	.6	.4	.6	.9	.6	.4	.7	.6	.7	.6	.6
145-154	55	Pre	5.1	5.0	4.9	4.9	4.8	4.3	4.7	4.7	5.3	5.0	5.0	5.0	4.9	4.9	5.0
		Post	5.6	5.4	5.5	5.5	5.2	4.9	5.3	5.6	5.8	5.8	5.8	5.4	5.6	5.5	5.5
		Chng	.5	.3	.6	.6	.4	.6	.6	.9	.5	.8	.7	.4	.8	.6	.5
All Intervals	684	Pre	5.0	4.9	5.0	5.0	4.8	4.4	4.8	4.7	5.2	5.0	5.0	4.9	4.8	4.9	4.9
		Post	5.5	5.4	5.6	5.7	5.4	5.0	5.4	5.6	5.7	5.6	5.6	5.5	5.5	5.5	5.5
		Chng	.5	.5	.6	.7	.5	.6	.6	1.0	.5	.5	.7	.6	.6	.6	.6

OMAHA TITLE 1 PUBLIC SCHOOLS
POST-TEST ACHIEVEMENT LEVELS BY SCHOOL LEARNING ABILITY
GRADE SIX - MAY 1971



Record of Performance on the Iowa Tests of Basic Skills By "School Learning Ability Levels"*
Title I Aera Schools - Grade Six - May 3, 1971

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

The grade equivalent shift by attendance interval for reading comprehension, language skills and the overall test composite showed the effect of regular attendance on achievement at grades three and six.

Iowa Test of Basic Skills
Grade Equivalent Shifts from Pre and Post Testing
Omaha Title I Area - 1970 - 71

READING COMPREHENSION				
	Number of Students with matched scores/ Grade Equivalent shifts			
	ATTENDANCE INTERVALS			
All Ability Levels	*up – 165*	*164 – 155*	*154 – 145*	*ALL*
	SHIFT	SHIFT	SHIFT	SHIFT
GRADE THIRD	*448* .5	*126* .5	*44* .5	*617* .5
GRADE SIX	*484* .5	*145* .5	*55* .3	*812* .5

LANGUAGE SKILLS			
ATTENDANCE INTERVALS			
up – 165	*164 – 155*	*154 – 145*	*ALL*
SHIFT	SHIFT	SHIFT	SHIFT
.8	.6	.5	.7
.6	.6	.6	.6

ALL ABILITY LEVELS	COMPOSITE SHIFT			
	ATTENDANCE INTERVALS			
	up – 165	*164 – 155*	*154 – 145*	*ALL*
	SHIFT	SHIFT	SHIFT	SHIFT
GRADE THREE	.6	.5	.5	.5
GRADE SIX	.6	.6	.5	.6

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

Attendance Summary

As mentioned earlier, one important factor affecting student rate of academic progress is regular school attendance. Among other things, the attendance tables on the following pages show that the overall attendance of elementary children in the Title I area for 1970 - 71 was 92.5 percent. They also reflect that the overall average at the secondary level was 88.9 percent. Other charts displaying attendance trends by grade level serve as rationale for continuing to make instruction relevant by supplementing instructional input.

AVERAGE DAILY MEMBERSHIP FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1970-71

SCHOOL	K	1	2	3	4	5	6	7	8	Special	Total
Central Grade	17.47	23.18	18.97	11.76	14.70	14.50	12.38			28.94	141.90
Conestoga					99.40	76.75	97.04			44.06	317.25
Druid Hill	45.93	47.97	65.06	58.63	68.57	51.48	67.10			11.93	416.67
Franklin	149.93	184.64	135.80	124.04	143.50	92.12	142.19			49.27	1021.49
Highland	63.90	79.41	61.19	54.86	45.43	40.03	42.95				387.77
Indian Hill	100.75	118.15	83.39	62.15	75.90	58.17	57.17				555.68
Kellom	97.82	121.17	109.48	69.58	76.23	66.70	57.84			27.28	626.10
Kennedy	123.69	153.48	78.90	80.75	80.89	79.60	74.73			16.34	688.38
Lake	63.17	74.68	60.07	63.36						29.29	290.57
Long	43.74	42.59	37.59	40.07						8.91	172.90
Lothrop	103.45	137.77	106.63	111.08	109.22	129.35	118.12			56.10	871.72
Monmouth Park	66.31	83.30	77.87	81.50	90.57	71.18	84.05			14.74	569.52
Pershing	29.14	16.37	22.25	29.36	24.59	29.87	27.44	23.75	26.38	25.11	254.26
Saratoga	103.29	101.76	119.68	92.70	126.47	89.20	97.54			25.82	756.46
Yates	60.13	47.82	40.98	48.72	28.95	38.83	40.30				305.73
TOTAL	1068.72	1232.29	1,017.86	928.56	984.42	837.78	918.85	23.75	26.38	337.79	7376.40

5227-71

AVERAGE DAILY ATTENDANCE FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1970-71

SCHOOL	K	1	2	3	4	5	6	7	8	Special	Total
Central Grade	15.38	20.62	17.55	10.97	13.88	13.58	10.97			25.61	128.56
Conestoga					92.77	71.67	91.32			40.18	295.94
Druid Hill	41.45	44.93	61.64	55.47	64.95	48.53	63.18			10.95	391.10
Franklin	129.88	168.09	125.73	115.03	133.10	87.35	131.64			44.92	935.74
Highland	59.16	75.13	58.63	52.26	43.22	37.96	41.21				367.57
Indian Hill	91.14	111.11	79.55	59.38	72.41	55.05	54.61				523.25
Kellom	89.40	111.67	102.74	66.11	72.22	63.61	54.51			25.01	585.27
Kennedy	105.73	138.41	73.08	73.12	74.86	71.54	68.94			14.58	620.26
Lake	53.89	68.96	54.43	59.44						27.43	264.15
Long	39.79	39.46	35.36	38.00						8.21	160.82
Lothrop	90.55	127.58	99.30	104.45	101.76	120.26	111.12			52.55	807.57
Monmouth Park	59.61	77.38	73.03	76.60	85.48	67.00	78.66			13.79	531.55
Pershing	26.83	15.20	20.64	27.51	22.71	27.78	25.37	21.22	23.32	22.79	233.37
Saratoga	88.85	94.85	110.84	85.75	118.13	81.49	90.30			23.40	693.61
Yates	54.83	45.41	38.59	46.19	27.28	36.42	37.86				286.58
TOTAL	946.49	1,138.80	951.11	870.28	922.77	782.24	859.69	21.22	23.32	309.42	6825.34

PERCENT OF ATTENDANCE FOR OMAHA PUBLIC TITLE I ELEMENTARY SCHOOLS 1970-71

SCHOOL	K	1	2	3	4	5	6	7	8	Special	Total
Central Grade	87.75	89.00	92.00	93.00	94.00	89.98	88.50			88.50	89.68
Conestoga					93.33	93.38	94.10			91.19	93.28
Druid Hill	90.24	93.70	94.70	94.60	94.70	94.20	94.10			91.80	93.86
Franklin	86.62	91.03	92.17	92.74	92.75	94.82	92.57			91.15	95.48
Highland	92.58	94.60	95.82	95.26	95.14	94.83	95.97				94.79
Indian Hill	90.40	94.03	95.40	95.50	95.30	94.60	95.50				94.10
Kellom	91.38	92.16	93.84	95.00	94.73	95.00	94.00			91.49	93.47
Kennedy	85.50	90.10	92.60	90.60	92.50	89.90	92.30			89.20	90.10
Lake	85.30	92.33	90.61	93.80						93.65	90.90
Long	90.90	92.60	94.00	94.80						92.10	93.00
Lothrop	87.00	92.60	93.14	94.03	93.16	92.98	94.00			93.68	92.63
Monmouth Park	89.90	92.90	93.80	94.00	94.00	94.20	93.60			93.50	93.30
Pershing	92.08	92.85	92.79	93.68	92.38	92.96	92.42	89.35	88.40	90.27	91.78
Saratoga	86.01	93.21	92.61	92.50	93.40	91.36	92.57			90.64	91.69
Yates	91.10	94.90	94.10	94.80	94.20	93.70	93.90				93.70
TOTAL	88.56	92.41	93.44	93.72	93.74	93.37	93.56	89.35	88.40	91.60	92.53

5227-71

AVERAGE DAILY ATTENDANCE, AVERAGE DAILY MEMBERSHIP, and PERCENT OF ATTENDANCE BY GRADE LEVEL FOR THE OMAHA PUBLIC SCHOOLS, THE OMAHA PUBLIC TITLE I SCHOOLS, and THE OMAHA PUBLIC NON-TITLE I SCHOOLS 1970–71

	AVERAGE DAILY MEMBERSHIP			AVERAGE DAILY ATTENDANCE			PERCENT OF ATTENDANCE		
GRADE	OPS	TITLE I	NON-TITLE I	OPS	TITLE I	NON-TITLE I	OPS	TITLE I	NON-TITLE I
K	6199	1068.7	5130.3	5751	946.5	4804.5	92.7	88.6	93.6
1	5455	1232;3	4222.7	5141	1138.8	4002.2	94.2	92.4	94.8
2	5100	1017.9	4082.1	4848	951.1	3896.9	95.0	93.4	95.5
3	4904	928.6	3975.4	4665	870.3	3794.7	95.1	93.7	95.4
4	5005	984.4	4020.6	4762	922.8	3839.2	95.1	93.7	95.5
5	4713	837.8	3875.2	4481	782.2	3698.8	95.0	93.4	95.4
6	4499	918.9	3580.1	4275	859.7	3415.3	95.0	93.6	95.4
7	4516	798.5	3717.5	4227	729.4	3497.6	93.6	91.6	94.0
8	4497	768.7	3728.3	4188	688.9	3499.1	93.1	89.5	93.9
9	4669	731.8	3937.2	4335	654.0	3681.0	92.8	89.4	93.5
10	4216	281.4	3934.6	3877	242.4	3634.6	91.5	86.1	92.4
11	3820	238.6	3581.4	3497	209.8	3287.2	91.1	87.9	91.8
12	3357	242.3	3114.7	3090	215.2	2874.8	91.6	88.8	92.3
Special	1046	372.8	673.2	950	340.1	609.9	90.8	91.2	90.6

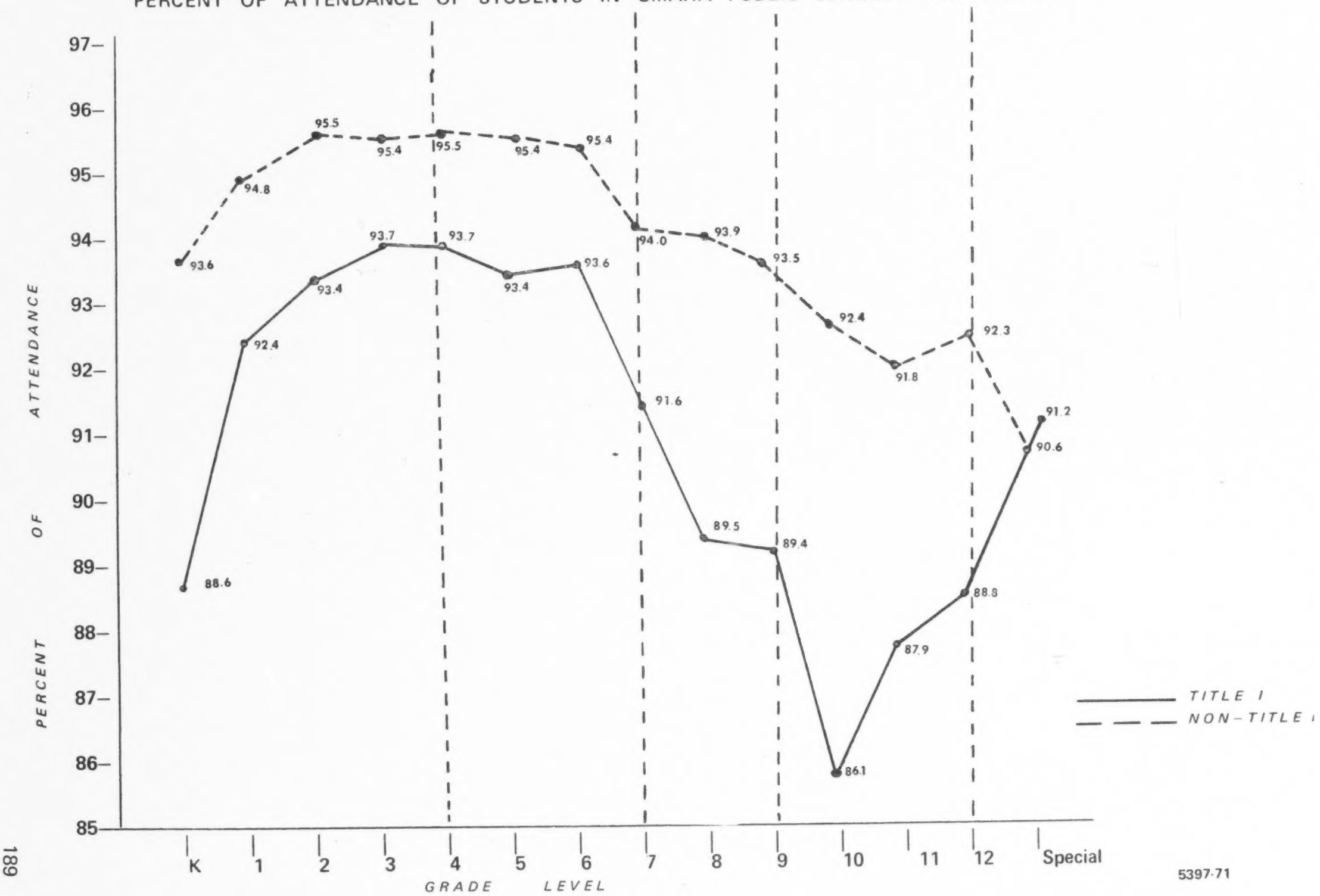
AVERAGE DAILY MEMBERSHIP, AVERAGE DAILY ATTENDANCE, AND PERCENT OF ATTENDANCE

for OMAHA PUBLIC TITLE I JUNIOR and SENIOR HIGH SCHOOLS

SCHOOL	7	8	9	10	11	12	TOTAL
AVERAGE DAILY MEMBERSHIP							
Horace Mann Junior High	327.0	309.3	270.1				906.4
Indian Hill Junior High	150.8	133.8	135.2				419.8
Technical Junior High	297.0	299.2					597.9
Technical Senior High			326.5	281.4	238.6	242.3	1088.8
TOTAL	774.8	742.3	731.8	281.4	238.6	242.3	3012.9
AVERAGE DAILY ATTENDANCE							
SCHOOL							
Horace Mann Junior High	305.9	281.2	243.4				813.4
Indian Hill Junior High	143.1	125.8	126.9				395.8
Technical Junior High	259.2	258.6					517.9
Techncial Senior High			283.7	242.4	209.8	215.2	951.1
TOTAL	708.2	665.6	654.0	242.4	209.8	215.2	2678.2
PERCENT OF ATTENDANCE							
SCHOOL							
Horace Mann Junior High	93.5	90.9	90.1				91.6
Indian Hill Junior High	94.9	94.0	93.9				94.3
Technical Junior High	87.2	86.1					86.6
Technical Senior High			86.9	86.1	87.9	88.8	87.4
TOTAL	91.4	89.7	89.4	86.1	87.9	88.8	88.9

191

PERCENT OF ATTENDANCE OF STUDENTS IN OMAHA PUBLIC SCHOOLS FOR 1970–71



5397-71

Evaluation & Interpretation
Service Objective Worksheet

Objective 6 (continued)

The foregoing review constitutes the first successful attempt to compile information from several sources and assemble individually matched data for analysis in terms of academic growth during a given year. Further study is anticipated in order to better meet the needs of individual students. This information also serves the purpose of baseline data with which project groups can be compared.

It has been shown that students in the Omaha Public Title I area are performing at or near expected levels on nationally standardized group survey achievement tests. Higher levels of achievement and greater gains have been shown for children attending school regularly. Although there is an aversion to being "average" in this day and age, it is a statistical reality that as many scores fall below as above an average when the total population is considered. It should be remembered that the foregoing report was based upon that segment of the total population participating in the Elementary and Secondary Education Act, Title I Project.

PART III

NUMERICAL INFORMATION

INSTRUCTIONAL AND SUPPORTIVE SERVICES ACTIVITY CODE

Following is a code for instructional and related supportive service activities funded by Title I.

The Instructional and Supportive Service Activities Code in this report is the same as that used in the 1971 E.S.E.A. Title I Application. The categories remain the same. The numerals assigned to the categories and the ordering of the categories facilitate data processing. The numerals one through forty-nine have been reserved for Instructional Activities and the numerals fifty through ninety-nine have been reserved for Supportive Services.

Instructional Activities

01 Pre K & K
02 English Reading
05 English (Language Arts)
06 Mathematics
07 Natural Science
08 Social Science
11 Special Activities for Handicapped
13 English (Second Language)
21 Cultural Enrichment
22 Art
23 English (Speech)
24 Foreign Languages
25 Music
26 Physical Education/Recreation
31 Business Education
32 Home Economics
33 Industrial Arts
34 Other Vocational Education
40 Other Instructional Activities

Supportive Services

51 Guidance & Counseling
52 Psychological
53 Social Work
58 Special Service for Handicapped
59 Speech Therapy
65 Health – Therapy
66 Health – Medical
71 Attendance
72 Clothing
73 Food
74 Library
75 Transportation
90 Other Supportive Services

7	1		2	0	1		

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1970 only ☐

Expenditures include funds from FY 1971 only ☐

Expenditures include funds from both FY 70 and 71 ☒

1970-71

(a)		Total Project Expenditures (b)	Activity Expenditures *If project includes more than five separate activities, use another Financial Reporting Worksheet.* PK - K (c)	Eng. READ (d)	MATH (e)	Cult. (f)	Music (g)
000	Activity Code Number		01	02	06	21	25
100	Administration	41,129	2,056	16,452	2,056	2,056	2,880
200	Instruction						
	200A Salaries	556,930	9,935	136,522	31,155	4,608	51,981
	200B In-service						
	200C Text Books	64,249	2,005	41,059	17,175		
	200D A-V Materials	52,457	2,623	31,474	13,114		
	200E Library						
	200F Supplies	219,393	5,178	105,866	46,301	9,841	692
300	Attendance		(See Activity)				
400	Health Services		(See Activity)				
500	Pupil Transportation	22,379	(See Activity)				
600	Operation of Plant	3,401	129	1,558	643		
700	Maintenance of Plant	6,523	287	3,495	1,435		
800	Fixed Charges	45,062	933	10,064	3,068	444	3,953
900	Food Services	13,108					
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment	1,132		679	453		
1230c	Instructional Equipment	134,270	6,564	81,762	27,253		5,565
9999	**Total Expenditures**	1,156,099	29,710	428,931	142,653	16,949	65,071

7 1 4 2 0 1

Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1970 only ☐

Expenditures include funds from FY 1971 only ☐

Expenditures include funds from both FY 70 and 71 ☒

1970-71

(a)		(b) Total Project Expenditures	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) (c) Other Inst.	(d) Psych.	(e) Speech Therapy	(f) Health	(g) Attend.
000	Activity Code Number		40	52	59	66	71
100	Administration		3,290	2,056	823	411	4,113
200	Instruction						
	200A Salaries		22,134	77,798	1,411	13,008	102,117
	200B In-service						
	200C Text Books		4,010				
	200D A-V Materials		5,246				
	200E Library						
	200F Supplies		10,324	7,786	32	1,184	9,154
300	Attendance						
400	Health Services						
500	Pupil Transportation						
600	Operation of Plant		162	736			
700	Maintenance of Plant		173	310			
800	Fixed Charges		1,460	5,389	216	738	9,728
900	Food Services						
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment						
1230c	Instructional Equipment		13,126				
9999	**Total Expenditures**		59,925	94,075	2,482	15,341	125,112

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7 1 [redacted] 2 0 1 [redacted]
Project Number

FINANCIAL REPORTING WORKSHEET

Expenditures include funds from FY 1970 only ☐
Expenditures include funds from FY 1971 only ☐
Expenditures include funds from both FY 70 and 71 ☒

1970-71

(a)		Total Project Expenditures (b)	Activity Expenditures (If project includes more than five separate activities, use another Financial Reporting Worksheet.) Clothing (c)	Food (d)	Library (e)	Transportation (f)	(g)
000	Activity Code Number		72	73	74	75	
100	Administration		1,234	1,234	1,234	1,234	
200	Instruction						
	200A Salaries		849	6,187	93,027	2,264	
	200B In-service						
	200C Text Books						
	200D A-V Materials						
	200E Library						
	200F Supplies		22,891	48	48	48	
300	Attendance						
400	Health Services						
500	Pupil Transportation					22,379	
600	Operation of Plant		95			78	
700	Maintenance of Plant		401	194	194	34	
800	Fixed Charges		564	1,300	6,800	405	
900	Food Services			13,108			
1000	Student Body Activities						
1100	Community Services						
1220c	Minor Remodeling						
1230	Non-Instructional Equipment						
1230c	Instructional Equipment						
9999	**Total Expenditures**		26,034	22,071	101,303	26,442	

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PART III. Section 1
PROJECT DATA SHEET

Please refer to instructions for PROJECT DATA before completing this sheet. PRINT legibly: do not type

7	1		2	0	1		

1. PROJECT NUMBER

2	8

2. COUNTY

0	0	1

3. DISTRICT

1970-71

4 Total Expenditures for this Project (nearest dollar)	Total Pupils Participating (public and nonpublic)					
	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Other
1156099	1082	3243	2812	2239	843	341

Total Teachers Participating (public and nonpublic)				15	16
11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	Basic Title I Grant	Total Amount Approved
220.9	6.9	10.3		1708691	1708691

17 Activities Included in this Project												
1	2	3	4	5	6	7	8	9	10	11	12	13
01	02	06	21	25	40	52	59	71	72	73	74	75

PART III. Section 2

ACTIVITY DATA SHEET

7 1 2 C 1

1. PROJECT NUMBER

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly: do not type

1970-71

2	3	4	Pupils Participating (by grade level)						Teachers Participating (full-time equivalency) Complete items 11-14 for school year projects only				Total Number Staff			Nonpublic Participation in Activity	
Act. No.	Total Expenditures this Activity (nearest dollar)	Activity Description a b c d e	5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Others	11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	15 Certified Personnel	16 Teacher Aides	17 Other Staff	18 Number of Nonpublic Students (lines 5-10)	19 Nonpublic Staff (lines 15-17)
01	29710	46537	1082							2		5	.7		.8	No Program	
02	428931	46033	1082	3243	2812	980	135	341		2.0	.2	4.3	6.5	18	6.9		
06	142653	46537	1082	3243	2812	520				.2	.2	.5	.9		.8	1432	
21	16949	46997	1052	3243	2812	2239	843	341				.5	.5		1.8	1432	
25	65071	46333				428	491	64		.5	2.5	.7	8.7		1.0		
40	59925	46537	1082	3243	2812	2234	843	341				.8	.9		1.2	1432	
52	94075	46991	5361	0033	6516	107	99			2.0	4.0	2.0	.5	8.5		4.8	
59	2482	46121	54		63	28	8	3				.2	.2		.3		
71	12511	24699	1082	3243	2812	2234	843	341				1.0	1.0	30	1.0	1432	

032

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PART III, Section 2

ACTIVITY DATA SHEET

7 1 [redacted] 2 0 1 [redacted]

1. PROJECT NUMBER

Please refer to instructions for ACTIVITY DATA before completing this sheet. PRINT legibly: do not type

1970-71

2 Act. No.	3 Total Expenditures this Activity (nearest dollar)	4 Activity Description a b c d e	Pupils Participating (by grade level) 5 P & K	6 Grades 1-3	7 Grades 4-6	8 Grades 7-9	9 Grades 10-12	10 Others	Teachers Participating (full-time equivalency) Complete items 11-14 for school year projects only 11 P & K	12 Elementary	13 Secondary	14 Supportive Personnel	Total Number Staff 15 Certified Personnel	16 Teacher Aides	17 Other Staff	Nonpublic Participation in Activity 18 Number of Nonpublic Students (lines 5-10)	19 Number of Nonpublic Staff (lines 15-17)
72	26034	46999										.3	.3		.4		
73	22071	46999										.3	.3	3	.4		
74	101303	46527	10	82	324	328	122	39		9.0		.3	9.3	13	.4	1432	
75	26442	46999										.3	.3		.4		
66	15341	46999				18	60				2.0	.1	2.1		.2		
									2.0	20.9	6.9	10.3	39.8	94	20.4		

201

198

7	1		2	0	1		

Project Number

GENERAL INFORMATION: TEACHER PARTICIPATION

List the social security number of all professional (regularly certified) personnel paid out of Title I funds and identify the Title I activities each is involved in. Use the two digit code explained in the instructions for the *project data sheet* (Part III, section I). Check the appropriate box indicating amount of time spent with Title I (in full-time equivalency).

SOCIAL SECURITY NUMBER	ACTIVITIES	¼	½	¾	Full
506 64 1014	90				x
505 54 9658	90				x
045 38 6591	25				x
505 01 6072	25				x
508 56 8906	25				x
044 40 1422	25		x		
505 50 3015	25		x		
502 60 8294	25		x		
505 40 8819	25				x
506 56 8991	25				x
508 50 7029	40	x			
507 50 1482	40	x			
508 42 9466	40	x			
506 52 2384	40	x			
505 46 1702	40	x			

GENERAL INFORMATION: TEACHER PARTICIPATION (continued)

Social Security Number	Activity	Less Than 24%	½	¾	Full
348 20 0587	40	x			
506 32 3660	40	x			
454 56 6637	40	x			
506 54 4543	40	x			
506 30 7401	25	x			
521 28 9721	25	x			
426 80 6333	25	x			
478 50 4092	25	x			
508 30 9621	25	x			
505 62 3495	25	x			
508 42 0619	02				x
389 01 6523	02				x
483 12 5065	02				x
505 40 0956	52				x
254 62 6116	52				x
506 60 2917	52				x
508 36 6570	52				x
430 32 0814	52				x
227 66 3848	52				x
060 58 4870	52				x
478 46 4482	52				x
506 22 0983	66				x
506 42 6611	66				x
508 54 8756	74				x
507 26 6357	74		x		
044 36 9103	74				x
508 36 5480	74				x
505 58 3329	74				x
483 23 3992	74				x
505 28 1330	74				x
495 48 9867	74				x
508 01 7954	74				x
507 56 7513	74				x
508 20 7569	90				x
327 24 9519	90				x
234 46 1726	90				x
504 36 9010	90			x	
481 20 9612	90			x	
521 42 1855	90			x	

SURVEY: SUPPORTING STAFF IN TITLE 1 AREA SCHOOLS 1970–71

TITLE I PERSONNEL

	Community Aides	Library Service				Reading Instruction		Music Instruction		Psych. Services		Health Services		Career Opportunities	Interns in Teaching
Elementary	No./%	*Librarians* No./%	*Aides* No./%	*Tchrs.* No./%	*Spec.* No./%	*Aides* No./%	*Clerk* No./%	*Instrumental Teachers* No./%	*Vocal Teachers* No./%	*Psych. Staff* No./%	*Clerks* No./%	*Nurses* No./%	*Aides* No./%	*Aides* No./%	No./%
Central Grade	1 100	1 40				1 100		1 10							
Conestoga	2 100		1 100			2 100		1 30						3 50	
Druid Hill	1 100	1 60	1 100			1 100		2 15	1 20						
Franklin	2 100	1 100	1 100			1 100		1 30	1 25			1 60			3 100
Highland	1 100	1 60	1 40			1 100		1 15							
Indian Hill	1 50		1 50			1 100			1 20						
Kellom	1 100	1 100	1 100			1 100		1 20	1 25			1 40			2 100
Kennedy	2 100	1 100	1 100			1 100		2 15	1 25						2 100
Lake	1 100	1 60	1 60	1 100		2 100			1 15					2 50	
Long	1 100	1 40				1 100			1 10						2 100
Lothrop	3 100	1 100	1 100			1 100		2 15	1 30					4 50	
Monmouth Park	2 100	1 100	1 100			2 100		2 15	1 25						2 100
Pershing	1 100	1 40				1 100		2 15	1 15						
Saratoga	2 100		1 100			1 100			1 20					1 50	2 100
Yates	1 100	1 40				1 100		1 10	1 15						
Junior High															
Indian Hill	1 50		1 50												1 100
Mann	3 100		1 100					1 100				1 100			1 100
Technical	1 100		1 100					1 50							2 100
Senior High															
Technical	2 100							1 50							
Head Start															
Totals are converted to "full-time equivalency"	28	8.4	12.0	1	0	18	0	4.7	2.5	8	4	2	0	5	17

SURVEY: SUPPORTING STAFF IN TITLE 1 AREA SCHOOLS 1970–71

NON-TITLE I PERSONNEL

	Library Service: Librarians (No. / Time in %)	Library Service: Aides (No. / Time in %)	Reading Instruction: Tchr's (No. / Time in %)	Reading Instruction: Spec. (No/%)	Reading Instruction: Aides (No/%)	Reading Instruction: Clerks (No/%)	Music Instruction: Instrument Teachers (No. / Time in %)	Music Instruction: Vocal Teachers (No. / Time in %)	Psych. Services: Psych. Staff (No/%)	Psych. Services: Clerks (No/%)	Health Services: Nurses (No. / Time in %)	Health Services: Aides (No/%)	Career Opportunities: Tchrs. (No. / Time in %)	Career Opportunities: Aides (No/%)	Speech Therapists (No. / Time in %)	Office Clerks (No. / Time in %)	Lunchroom Playground: Aides (No/%)	Lunchroom Playground: Aides	Full Day Kdng. (No/%)	Pre-Grade Rooms: Grade 1	2	3	Rooms of "20": 4	5	6	Educable Handicapped: Grade Level 1-3	4-6	7-9	10-12	T... H... A... R...
Elementary																														1
Central Grade											1 20				1 20	1 40	2 30		1							1	1			
Conestoga	1 100			1/100							1 60		1/100	4/50	1 20	1 100	1 30						1		1		3			
Druid Hill											1 40		1/100	7/50	1 20	1 100	3 25									1				
Franklin			1 100									1/60			1 40	1 100	14 25			3		1	1			2	2			
Highland							1 20				1 20				1 20	1 60	4 25			1										
Indian Hill			1 100				1 30				1 50				1 40	1 100	3 22						1							
Kellom				1/100								1 40			1 20	1 100	10 22			1	1					1	1			
Kennedy			1 100								1 60	1 40			1 40	1 100	6 23			2	1					1				
Lake											1 20		1/100	5/50	1 20	1 100	2 12					1								
Long											1 20				1 20	1 100	4 21		2							1				
Lothrop			1 100								1 100		2/100	9/50	1 40	1 100	3 20			1						1	3			
Monmouth Park											1 40				1 20	1 100	7 19			1	1			1			1			
Pershing											1 30				1 20	1 62.5	6 17									1	1			
Saratoga	1 50						1 20				1 60		1/100	6/50	1 20	1 100	6 19			1						1	1			
Yates											1 20				1 20	1 50	4 19													
Junior High																												.5		
Indian Hill	1 100						1 50				1 50					1 100												5.5		
Mann	1 100		1 100	1/100			1 100									2 100												4		
Technical							1 50					1 60																		
Senior High																												2	7.5	
Technical	1 100		1 100				1 50				1 100																			
Head Start																														
Totals are converted to "full-time equivalency"	4.5	0	6	3	0	0	3.2	0	2	.5	6.9	2	6	15.5	3.8	16	16.4			15			5			42.5				

ORTING STAFF IN TITLE 1 AREA SCHOOLS 1970–71

NON-TITLE I PERSONNEL

Music Instruction		Psych. Services		Health Services		Career Opportunities		Speech	Office	Lunchroom Playground		Full	Pre-Grade Rooms			Rooms of "20"			Educable Handicapped				Trainable Handicapped			Classroom
Instrument Teachers	Vocal Teachers	Psych. Staff	Clerks	Nurses	Aides	Tchrs.	Aides	Therapists	Clerks	Aides	Aides	Day Kdng.	Grade						Grade Level				Age			Pupil-Tch'r.
No. Time in %	No. Time in %	No/%	No/%	No. Time in %	No/%	No. Time in %	No/%	No. Time in %	No. Time in %	No/%		No/%	1	2	3	4	5	6	1-3	4-6	7-9	10-12	8-10	10-13	14-21	Ratio
				1 20				1 20	1 40	2 30		1							1	1			1	1	1	19.6 1
				1 60		1/100	4/50	1 20	1 100	1 30						1		1		3						19.0 1
				1 40		1/100	7/50	1 20	1 100	3 25									1							21.7 1
					1/60			1 40	1 100	14 25			3		1	1			2	2						24.6 1
1 20				1 20				1 20	1 60	4 25			1													24.7 1
1 30				1 50				1 40	1 100	3 22						1										26.0 1
					1 40			1 20	1 100	10 22			1	1					1	1						22.9 1
				1 60	1 40			1 40	1 100	6 23			2	1					1							22.2 1
				1 20		1/100	5/50	1 20	1 100	2 12					1								3			18.0 1
				1 20				1 20	1 100	4 21		2							1							20.5 1
				1 100		2/100	9/50	1 40	1 100	3 20			1						1	3						20.4 1
				1 40				1 20	1 100	7 19			1	1			1			1						24.5 1
				1 30				1 20	1 62.5	6 17									1	1						21.3 1
1 20				1 60		1/100	6/50	1 20	1 100	6 19			1						1	1						22.2 1
				1 20				1 20	1 50	4 19																25.1 1
1 50				1 50					1 100												.5					20.5 1
1 100									2 100												5.5					14.6 1
1 50					1 60																4					16.6 1
1 50				1 100																	2	7.5				14.0 1
3.2	0	2	.5	6.9	2	6	15.5	3.8	16	16.4			15			5			42.5				6			Average 21/Tchr.

200
90